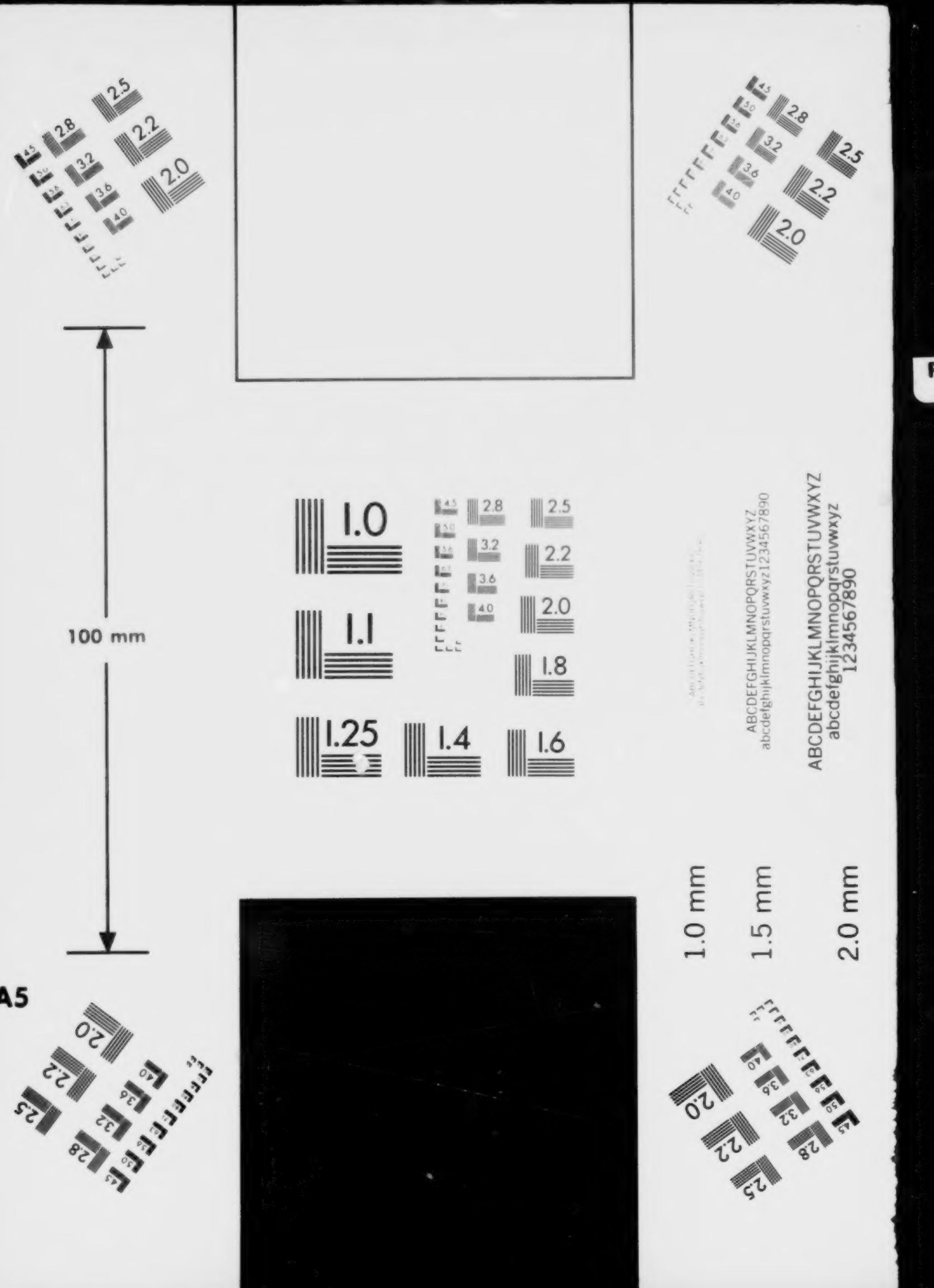
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ABSTRACT

A scope and sequence for teaching elementary and secondary social studies is provided in a subject-by-subject format. Designed to meet the requirements of North Carolina's competency-based curriculum, materials may also be useful to other states and localities. Following a foreword and acknowledgments, material is divided into three main sections. A background and overview contains an introduction and discusses philosophy and rationale, role of thinking skills in the social studies curriculum, programs for exceptional children, and how to read the teacher handbook. The bulk of the document is presented in a section entitled "Social Studies Competency-Based Curriculum." Introductory material for this section includes a description of purpose, overview, and learning outcomes. Subsections are organized by the following grade levels: grades K-3, 4-6, 7-8, and 9-12. Within each subsection, major emphases and theme, knowledge, and skills for each grade level are presented individually in matrix format. Grade level themes are: grade 1, the individual and group relationships; grade 2, home and school; grade 3, communities; grade 4, North Carolina; grade 5, the Western hemisphere; grade 6, the Eastern hemisphere (Europe and the Soviet Union); grade 7, the Eastern hemisphere (Africa and Asia); grade 8, North Carolina history; grade 9, economic political, and legal systems; grade 10, world studies; and grade 11, United States history. Included in the nine appendices are materials on the Elementary and Secondary School Reform Act of 1984, the Standard Course of Study (North Carolina Administrative Code), the course requirements for high school graduation, the North Carolina Scholars Program, the secondary level testing requirements, and the textbook adoption prices in North Carolina. (LP)

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TEACHER HANDBOOK

SOCIAL STUDIES K-12

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**North Carolina
Competency-Based
Curriculum
SUBJECT-BY-SUBJECT**

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NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION

TEACHER HANDBOOK

SOCIAL STUDIES

GRADES K-12

North Carolina Competency-Based Curriculum

Division of Social Studies
Instructional Services
North Carolina Department of Public Instruction

Raleigh, North Carolina
1985

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Foreword

As a result of the Elementary and Secondary School Reform Act of 1984 and the appropriation which accompanied this act, the North Carolina State Department of Public Instruction engaged in an extensive audit and revision of curriculum throughout the summer and fall of 1984. The products of this work, the North Carolina Standard Course of Study and the Teacher Handbook for the competency-based curriculum, provide a detailed, integrated basic course of study for all subjects at all grade levels.

The North Carolina General Assembly has also made a commitment to the development of a basic education program. This program includes the staffing and material support needed for the full implementation of the North Carolina Standard Course of Study and the competency-based curriculum in all public schools throughout the State. The financial support of the General Assembly and the work of educators throughout the State in developing the competency-based curriculum are important contributions to our continuing efforts to provide a quality education for every child residing in North Carolina.

A. Craig Phillips
State Superintendent of Public Instruction

Acknowledgements

The Instructional Services Area of the Department of Public Instruction acknowledges with gratitude the outstanding cooperation and assistance we have received from individuals and groups throughout the State of North Carolina. Without such cooperation, the development and printing of the North Carolina Standard Course of Study and the Teacher Handbook for the competency-based curriculum would not have been possible.

We wish to express a special thanks to:

- the North Carolina General Assembly for providing the funds to make this important work possible,
- more than 8000 local educators who participated in the writing of the documents and in reacting to early drafts,
- almost 300 persons from institutions of higher education who advised the staff and assisted in the development of the curriculum,
- Raleigh-based and regional staff in the Divisions of Arts Education, Communication Skills, Computer Services, Exceptional Children, Healthful Living, School Media Programs, Mathematics, Science, Social Studies, Student Services, and Vocational Education. These Public Instruction staff members carried the primary responsibility for planning, writing, and editing the curriculum.
- the Controller's Office in the Department of Education for excellent assistance in designing a computer program for storing and printing the Standard Course of Study and the competency-based curriculum,
- the Division of School-Community Relations for technical assistance in the publication of the documents,
- all areas of the Department of Public Instruction for their encouragement and invaluable assistance in numerous ways,
- Kay Barbour and Janice Royster who word-processed the entire 8000 pages, and
- especially Dr. Barbara Holland Chapman who coordinated the development of the Standard Course of Study and the competency-based curriculum. Her untiring efforts have contributed significantly to the quality of these documents.

The involvement of the entire education community in the writing of the curriculum truly makes it a North Carolina curriculum of which the State can be justifiably proud. We look forward in the coming years to working with all of you in revising and improving the competency-based curriculum in order that it will continue to meet the needs of the children of North Carolina.

Joseph B. Webb

Joseph B. Webb
Assistant State Superintendent
Instructional Services

BACKGROUND AND OVERVIEW

Introduction

Immediately following the passage of the Elementary and Secondary Reform Act in June of 1984, the area of Instructional Services within the North Carolina State Department of Public Instruction began a revision of the North Carolina Standard Course of Study and the development of the Teacher Handbook for the competency-based curriculum. These efforts represent a significant part of the development of a basic education program for North Carolina's Public Schools.

Three publications hold the results of our efforts to define a basic education program for the State: The Basic Education Program for North Carolina's Public Schools, North Carolina Standard Course of Study, and the Teacher Handbook for the competency-based curriculum. The Basic Education Program for North Carolina's Public Schools outlines the curriculum, programs not confined to subject areas, general standards, material support, and staffing which should be provided in all schools throughout the State. The North Carolina Standard Course of Study, adopted by the State Board of Education, provides an overview of the basic curriculum which should be made available to every child in the public schools of our State. It includes the subject or skills areas of arts education, communication skills, guidance, healthful living, library/media skills, mathematics, science, second language studies, social studies, and vocational education as well as the philosophy and rationale underlying the curriculum and considerations which should be made in developing thinking skills and providing for the needs of exceptional children. The Teacher Handbook for the competency-based curriculum provides recommended goals and objectives and suggested measures for each subject or skills area.

The first step taken in auditing and refining the curriculum in each subject or skills area was to review and synthesize the reports of curriculum review committees and the work contained in two earlier publications (Course of Study for Elementary and Secondary Schools K-12 and Competency Goals and Performance Indicators). The next step was to involve educators from local education agencies and institutions of higher education in working with the North Carolina Department of Public Instruction staff to expand and refine the curriculum. Thousands of persons throughout the State have been involved in the development of the North Carolina Standard Course of Study and the Teacher Handbook for the competency-based curriculum.

Three important points should be kept in mind when reviewing these documents. First, while the curriculum represents the standard course of study which should be available to all children in North Carolina Public schools, many public schools in the State presently offer an even more comprehensive curriculum. Second, the standard course of study includes the curriculum that should be made available to every child, not what every child is actually required to take. Required subjects or courses are outlined in the appendices.

Third, the North Carolina Standard Course of Study and the Teacher Handbook for the competency-based curriculum will never actually be completed. Several steps have been taken to insure that the curriculum may be constantly updated: the documents have been entered on an IBM 5520 computer word-processing program for ease of revision and updating; the competency-based curriculum has been produced in loose-leaf form so that revised or additional pages may easily be added; and included in each document is the name of a contact person within the State Department of Public Instruction to whom staff in local education agencies or others may send suggestions for additions or revisions (Appendix I). As with any viable curriculum, these documents must be constantly open to review, expansion, and revision in order that they continue to meet the needs of the children of the State of North Carolina.

Philosophy and Rationale

The philosophy and rationale underlying the North Carolina Standard Course of Study and the Teacher Handbook for the competency-based curriculum imply a context in which the curriculum will be implemented. What follows are definitions of the purposes for which the curriculum was developed and the principles incorporated into its development as well as descriptions of who will implement it and where it will be successfully implemented.

Purposes and Principles

The primary purposes of the North Carolina Standard Course of Study and the competency-based curriculum are (1) to help students become responsible, productive citizens and (2) to help students achieve a sense of personal fulfillment. It is clear that there are competencies which a student must develop in order to meet both of these purposes.

Students must develop the specific competencies needed to gain employment or continue their education. These competencies include critical thinking skills, skills with media and technology, and the basic content knowledge provided within a core curriculum (arts education, communication skills, healthful living, mathematics, science, second language studies, social studies, and vocational education).

Students must develop the skills and attitudes necessary to cope with contemporary society. Among these are a positive attitude toward oneself, a sense of independence and responsibility for oneself, an understanding of oneself and one's own culture, a positive attitude toward others including those who come from different cultures, a respect for the rights of others, a sensitivity to the needs and feelings of others, a sense of responsibility to others, a willingness to cooperate with others in working toward a common goal, and the ability to understand and cope with a constantly changing society.

In order to help students become responsible, productive citizens who have a sense of personal fulfillment, commonly accepted principles of learning have been incorporated into the North Carolina Standard Course of Study and the Teacher Handbook for the competency-based curriculum. One of these principles is the importance of integrating the curriculum--of emphasizing the understanding of concepts and processes over the mere acquisition of isolated facts. Stressing the mastery of integrated knowledge helps students to move from what is known to an understanding of the unknown, to see relationships and patterns and begin to make generalizations, to understand the interrelatedness of the subject areas and skills areas, and to succeed in learning. An integrated curriculum helps students learn how to learn.

Another principle considered in the development of the North Carolina Standard Course of Study and the Teacher Handbook for the competency-based curriculum is that learners are more likely to attempt those tasks at which they feel they can succeed and which are relevant to their lives. If students are to be successful in school and if they are to pursue lifelong learning, they must see learning as worthwhile. The competency-based curriculum is, therefore, a program of continuous learning based upon the individual student's needs, interests, and stages of development. The curriculum provides opportunities for the student to develop self-expression, to learn to communicate effectively, to maintain and develop both physical and emotional health, to choose among curriculum electives, and to become an active participant in the learning process. The importance of personalizing the curriculum to help each student reach her/his maximum potential is stressed.

Effective Teachers

It is the classroom teacher at each grade level or in each subject area who has the most direct influence on the implementation of the North Carolina Standard Course of Study and the competency-based curriculum. The ultimate task of integrating the curriculum must be performed by the classroom teacher through preparation for instruction and presentation of content. Student success in learning is assured when teachers use the information gained through monitoring and evaluation to determine appropriate instructional tasks and to provide appropriate feedback to students. What the teacher presents and how the teacher presents it determines whether students feel the task is relevant to their lives. The teacher's efficient management of instructional time and student behavior are also important to the successful implementation of the curriculum in each classroom.

Effective Schools

Several common characteristics will be present in the schools which most effectively implement the North Carolina Standard Course of Study and the competency-based curriculum. These characteristics include strong instructional and administrative leadership by the principal of the school, dedicated and qualified teachers, an emphasis on curriculum and instruction, a positive school climate, ongoing evaluation based on student achievement, and good home/school relations. Strong instructional and administrative leadership by the principal means that the principal functions as the instructional leader, supports instructional effectiveness by the way in which the school is managed, and clearly communicates the school's mission to staff, students, and parents. Dedicated and qualified teachers care about their students, understand and support school-wide goals and procedures, work as a team, exhibit positive morale and enthusiasm for their work, and demonstrate their good training through application of the skills involved in quality teaching. An emphasis on curriculum and instruction includes clearly stated school-wide goals and objectives, structured staff development based on the school's goals, curriculum continuity (alignment among school-wide goals, instructional approaches, materials used, and the assessment of students' needs, abilities, and interests), and a high percentage of student time-on-task. Elements of a positive school climate are a safe and orderly environment, a perceptible feeling of pride and school spirit in all that the school does, the communication of high academic and social expectations to students, and opportunities for student responsibility and involvement. Ongoing evaluation based on student achievement begins with early identification of students' needs, abilities, and interests, includes frequent monitoring of student progress in multiple ways (teacher observation, classroom activities, homework, teacher-made tests, mastery skills checklists, criterion-referenced tests), and results in appropriate instructional prescriptions to improve individual student performance and the school-wide instructional program. Good home/school relations are the outgrowth of effective, positive communication between the school and the home. This includes encouraging parents to help their children at home, making them feel they are appreciated by the school staff, and letting them know they are welcome in the school and have a part to play in school affairs. Good home/school relations increase parents' support of the school's instructional goals and disciplinary policies.

The characteristics described above will be found in the elementary, middle/junior high, and high schools which most effectively implement the North Carolina Standard Course of Study and the competency-based curriculum. However, in each of these schools consideration must be given to the unique development needs--intellectual, physical, social, and emotional--of the students served. For example, the need of young children for concrete, hands-on experiences; the need of middle school children for transitional experiences in curriculum choices, scheduling, and conseling; and the need of high school students for the variety of curriculum choices provided by the comprehensive high school.

The North Carolina Standard Course of Study and the competency-based curriculum represent a comprehensive, integrated course of study; however no document by itself has ever made the ultimate difference in the quality of education which children receive. Principals who function as instructional leaders and teachers who make use of their most effective teaching skills will appropriately implement the competency-based curriculum and thus insure that the children of North Carolina receive a quality education.

Thinking Skills

In order to become productive, responsible citizens and to achieve a sense of personal fulfillment, students must develop the ability to think. Thinking skills should be developed and reinforced throughout the curriculum and during every activity of the school day. It is also important that students be helped to apply these skills to "real life" situations outside the school.

The most frequently used system for classifying thinking skills is Bloom's (1956) Taxonomy. This system, with adaptations made by Sanders (1966) and Soar et al. (1969), was used in the integration of thinking skills throughout the Teacher Handbook for the competency-based curriculum. These skills fall into seven broad categories--memory, translation, interpretation, application, analysis, synthesis, and evaluation.

The most basic thinking skills are memory and translation. Memory involves the ability to remember specific pieces of information or facts such as names, dates, events, and rules. Translation requires the student to remember specifics and to understand or express them in her/his own terms. One example of a translation skill is the student's ability to restate a classroom rule in her/his own words. Another example is the ability to read the mathematical symbol "+" as "plus".

Remembering isolated bits of information or even restating that information in one's own words does not necessarily require reasoning on the part of the student. Higher-level thinking skills are defined as those processes which require thinking or reasoning above the levels of memory or translation--interpretation, application, analysis, synthesis, and evaluation.

Students begin to demonstrate their ability to reason through interpreting information, applying what is learned in one situation to a new situation, and analyzing information. Ways in which a student might demonstrate the ability to interpret information are to list the similarities and differences between two or more objects or to tell why a particular classroom rule was established. A student demonstrates a degree of ability in the category of application when s/he is able to explain how the principle of representative government at the state and federal levels may apply to the election of officers to the student council. A student who reads a newspaper editorial and is able to distinguish fact from opinion, point out unstated assumptions, and recognize bias is demonstrating skills of analysis.

When students apply skills of analysis, they are taking apart a whole. When students apply synthesis skills, they are creating a whole that is unique or new to them. Synthesis is usually equated with creativity. Composing a song, building a model house, or formulating a hypothesis during a science experiment are examples of synthesis activities.

Evaluation is distinct from opinion in that evaluation is the conscious making of judgments based on evidence or criteria. Opinion is usually formed from an emotional or affective base. Students serving as jurors during a simulated trial are using evaluation skills or making judgments based on evidence. Students critiquing one another's writing based on established elements of style are using evaluation skills or making judgments based on criteria.

To insure that students develop higher-level thinking skills they should be guided in the use of these skills in each subject area at each grade level and in their application to "real life" situations. When developing lesson plans, teachers should prepare tasks and questions at a variety of cognitive levels. However, strict adherence to previously prepared questions may inhibit rather than enhance a class discussion. Furthermore, it is often difficult to think of appropriately worded higher-level questions in the midst of a good classroom discussion. The following simple strategies will lead to the asking of higher-level questions and the giving of higher-level responses:

1. Before starting an activity, explain to the learner what you are going to do.
2. Before starting an activity, give the learner time to familiarize her/himself with the materials.
3. Ask questions which require multiple word answers.
   (e.g., "Why did he choose that path?")
4. Ask questions which have more than one correct answer.
   (e.g., "What things make people happy?")
5. Encourage the learner to enlarge upon her/his answer.
   (e.g., "Tell us more about that.")
6. Get the learner to make judgments on the basis of evidence rather than by guessing.
   (e.g., "You said . . . Read the line in the book that made you think that.")
7. Give the learner time to think about the problem; don't be too quick to help.
   (e.g., Wait at least five seconds before prompting or asking another question.)
8. Get the learner to ask questions.
   (e.g., "If the astronaut were in our classroom, what questions would you ask her?")
9. Praise the learner when s/he does well or takes small steps in the right direction.
10. Let the learner know when her/his answer or work is wrong, but do so in a positive or neutral manner. (Desirable Teaching Behavior Task Force, 1976)

The following are examples of two levels of activities (K-1 and above K-1) within the seven categories of thinking skills and two categories of questions or statements (affectivity and procedure) outside the seven categories of thinking skills:

Florida Taxonomy of Cognitive Behavior--K-1 Form (Soar et al., 1969)

1. Memory--items at this level are intended to represent no activity other than rote memory. The pupil is expected to give back an idea in the same form it was given, without changing the nature of the idea or the form in which it was expressed.

    a. repeats from memory
    b. repeats other
    c. repeats in sequence
    d. choral response
    e. spells
    f. gives/receives information
    g. seeks information

2. Translation--the intent of this category is to identify pupil activities involved in changing the form in which an idea is expressed, but not in changing or manipulating the idea itself.

    a. sounds letters
    b. names pictures, objects, colors, letters
    c. copies letter, number, work (learned)
    d. gives/follows directions
    e. describes situation, event
    f. reports experience (2+ thoughts)
    g. describes situation, event
    h. recognizes word (sight words)
    i. translates one language into another or vice versa (e.g., math symbols into words or Spanish into English)
    j. asks/gives permission
    k. puts into own words

3. Interpretation--the activities in this category are those of making comparisons, identifying similarities or differences, identifying relatedness, or carrying out a process in which the child has previously been instructed, when told that the process is appropriate.

    a. sounds out word
    b. classifies (1 attribute)
    c. counts
    d. adds/subtracts
    e. uses units, tens
    f. compares letters, numbers
    g. copies letters(s), number(s)--learning
    h. gives class name (vehicle, etc.)
    i. identifies similarities, differences
    j. asks/gives reason (opinion)
    k. names sensation
    l. performs learned task or process
    m. relates terms (e.g., 1/first, little/small, purple/violet/lavender)
    n. makes comparisons
    o. describes what may be seen to be happening in a picture

4. Application--one of the central aspects of application is that the student is able to select from past learning that which is appropriate for the current situation, and apply it. In interpretation a process was carried out when specified, but here the pupil must decide her/himself what process should be applied. Organization and the interrelationships between two or more ideas are central.

   a. classification (2+ attributes)
   b. directs learning game
   c. creates arithmetic problem
   d. writes/types sentence
   e. asks/tells who, what, or where
   f. seriates (alphabetizes)
   g. applies previous learning to new situation
   h. reads (thought unit)
   i. selects and carries out process

5. Analysis--the central elements in this category are those of inferring causation, motivation, or feelings from information given about the setting and the behavior of the people involved, or of identifying information which supports a conclusion, or establishing the accuracy of a process. The selection and use of relevant supporting data is the central process.

   a. verifies equation balance
   b. infers feeling or motive
   c. infers causality (tells why)
   d. cites evidence for conclusions

6. Synthesis--the central idea of the synthesis category is that the child organize ideas in a way that is new to her/him, or projects probable consequences of a given behavior, or formulates a plan or set of rules to deal with anticipated difficulties, or produces something which is new to her/him.

   a. elaborates on picture or story
   b. proposes plan or rule
   c. play-acts
   d. makes up story
   e. makes fantasied object (e.g., sand or clay)
   f. makes common object (e.g., sand or clay)
   g. draws/colors common object
   h. draws/colors fantasied object
   i. makes predictions based on available facts

7. Evaluation--the central concept of evaluation is that there must exist a set of standards or criteria against which behavior or some sort of product is compared.

   a. compares with criteria or rule
   b. compares with plan

Florida Taxonomy of Cognitive Behavior (Brown et al., 1968)

1. Knowledge (memory)

1.1 Knowledge of Specifics--requires the memorization of information or knowledge which can be isolated or remembered separately, the smallest meaningful bits.

a. reads
b. spells
c. identifies something by name
d. defines meaning of term
e. gives a specific fact
f. tells about an event

1.2 Knowledge of Ways & Means of Dealing with Specifics--requires knowledge about the manner in which specific information is handled--the ways of organizing, working, and evaluating ideas and phenomena which form the connecting links between specifics. It does not require the learner to deal actually with the specifics her/himself, but rather to know of their existence and possible use. Thus, s/he may be expected to state a previously encountered principle or generalization, but not to develop one. The items which belong to this category refer to processes rather than products of processes; they usually represent higher abstractions than the items of the preceding category.

a. recognizes symbol
b. cites rule
c. gives chronological sequence
d. gives steps of process, describes method
e. cites trend
f. names classification system or standard
g. names what fits given system or standard

1.3 Knowledge of Universals & Abstractions--deals with the highest of abstractions at the memory level. In order to evidence this behavior the individual must know major generalizations, their interrelations, and patterns into which information can be organized and structured. These items reflect the major concepts which comprise the framework of a discipline or major area of knowledge. The four items in this category are descriptions of behavior which would identify or verbalize a major concept.

a. states generalized concept or idea
b. states a principle, law, or theory
c. tells about organization or structure
d. recalls name of principle, law, or theory

2. Translation--is dependent upon possession of relevant knowledge. The task is to convert communication into known terms; it requires the understanding of the literal message in the communication. Communication is used here in its broadest sense; it could be a demonstration, a field trip, a musical work, a verbal message, or be demonstrated in pictorial or symbolic form.

a. restates in own words or briefer terms
b. gives concrete example of an abstract idea
c. verbalizes from a graphic representation
d. translates verbalization into graphic form
e. translates figurative statement to literal statement or vice versa
f. translates foreign language into English or vice versa

3. Interpretation--individual not only identifies and comprehends ideas, as in translation, but also understands their relationships. It goes beyond repetition and rephrasing the parts of a communication to determine the larger and more general ideas contained in it. Thus, comprehension may require reordering into a new configuration in the mind of a person, involving the determination of the relative importance of ideas and the interrelationships. However, the thinking is dependent upon what is given to the student--s/he is not expected to bring abstractions from other experiences into the situation.

a. gives reason (tells why)
b. shows similarities or differences
c. summarizes or concludes from observation of evidence
d. shows cause and effect relationship
e. gives analogy, simile, metaphor
f. performs a directed task or process

4. Application--individual must know an abstraction well enough to be able to demonstrate its use in a new situation. The task is to bring to bear upon given material or situation the appropriate information, generalizations or principles that are required to solve a problem. Application, as distinguished from comprehension, involves transfer of training. It is based on an individual's being able to apply previous learning to a new or novel situation without having to be shown how to use it. The problem itself is given.

a. applies previous learning to a new situation
b. applies principle to new situation
c. applies abstract knowledge in a practical situation
d. identifies, selects, and carries out process

5. Analysis--describes cognitive behavior in which there is an emphasis on the breakdown of material into its parts in order to detect the relationships of the parts and the way they are organized. The first four items at this level describe skills used in the identification or classification of the elements of the communication.

a. distinguishes fact from opinion
b. distinguishes fact from hypothesis
c. distinguishes conclusions from statements which support it
d. points out unstated assumption
e. shows interaction or relation of elements
f. points out particulars to justify conclusion
g. checks hypothesis with given information

    h. distinguishes relevant from irrelevant information
    i. detects error in thinking
    j. infers purpose, point of view, thoughts, feelings
    k. recognizes bias or propaganda

6. Synthesis (creativity)--represents cognitive activities in which the individual puts together elements and parts in order to form a whole in such a way as to constitute a pattern or structure that was not stated before. This entails recombining parts of earlier experiences in a new organization that is unique to the synthesizer. In analysis, the person takes apart a given whole; in synthesis s/he creates a whole.

    a. reorganizes ideas, materials, processes
    b. produces unique communication or divergent idea
    c. produces a plan, proposed set of operations
    d. designs an apparatus
    e. designs a structure
    f. devises scheme for classifying information
    g. formulates hypothesis, intelligent guess
    h. makes deductions from abstract symbols, propositions
    i. draws inductive generalization from specifics

7. Evaluation--describes activities of conscious judgment making; involves use of criteria or standards to determine the worth or value of methods, materials, or ideas. Evaluations must be distinguished from opinions which are usually made from an emotional or affective base.

    a. evaluates something from evidence
    b. evaluates something from criteria

Noncognitive Categories of Questions/Statements or Tasks (Davis & Tinsley, 1967)

Affectivity--questions/statements or tasks which elicit feeling, emotion, or opinion without a standard of appraisal, e.g., "How does the story make you feel?" or "Wasn't that a good story!"

Procedure--questions/statements or tasks related to organization, behavior, or management, e.g., "Are you listening to me?" or "Please get ready for class to begin."

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Programs for Exceptional Children

Exceptional children are (1) learners who because of permanent or temporary mental, physical, or emotional handicaps need special education and are unable to have all their educational needs met in a regular class without special education or related services, or (2) learners who demonstrate or have the potential to demonstrate outstanding intellectual aptitude and specific academic ability and, in order to develop these abilities, may require differentiated educational services beyond those ordinarily provided by the regular school program. Classifications of exceptional children include those who are autistic, academically gifted, hearing impaired (deaf or hard of hearing), mentally handicapped (educable, trainable, or severely/profoundly), multi-handicapped, orthopedically impaired, other health impaired, pregnant, behaviorally/emotionally handicapped, specific learning disabled, speech/language impaired, and visually impaired (blind or partially-sighted).

The primary purpose of exceptional children programs is to insure that handicapped and gifted learners develop mentally, physically, and emotionally to the maximum extent possible through the provision of an appropriate, individualized education in the proper setting.

Curricula for most exceptional learners follow the curricula designed for learners in general education. However, modification of instructional programs, creative instructional approaches, individualized programming, and appropriate selection and use of curricula are necessary to meet the special needs of exceptional learners. In curricula, emphasis must be given to instruction in arts education, communication skills, healthful living, mathematics, library/media skills, science, social studies, and vocational education. Attention must be focused upon cognitive, affective, psychomotor, and vocational development within the curricular areas. The Individualized Education Program for the handicapped and the Group Education Program for the academically gifted, both of which are based upon a comprehensive assessment, are to state in writing the special curricular offerings to be provided to each exceptional learner.

The Individual Education Program for the handicapped requires objective criteria, evaluation procedures, and schedules for determining, on at least an annual basis, whether or not short-term instructional objectives have been achieved. The Group Education Program for the academically gifted requires annual goals and evaluation methods. All special education instruction provided to handicapped and academically gifted learners is to be individualized and designed to meet unique learning needs.

Learning outcomes--knowledge, skills, concepts, understandings, and attitudes--for the handicapped and the academically gifted will differ from learner to learner. For many exceptional learners, the same learning outcomes developed for learners in general education will be appropriate. Some exceptional learners will meet the learning outcomes at a different time and in a different manner than learners in general education. Some handicapped learners might not meet the learning outcomes in general education and will need a totally different curriculum.

The majority of handicapped and academically gifted learners spend a portion of their instructional day within general education, integrated into classes with non-handicapped and nonacademically gifted learners. General education teachers, as well as exceptional education teachers, must be familiar with curricula and capable of selecting appropriate curricular goals and objectives based upon the unique educational needs of each learner as determined by comprehensive assessment, and as stated in the Individualized Education Program for exceptional learners, emphasis needs to be placed on instructional techniques rather than differentiated or modified curricula.

While the general education curricula are appropriate for most exceptional learners, there are times when the teacher must vary the curricular content: some children are not ready for certain types of curricular content at the usual age; some disabilities prevent or make difficult participation in certain learning experiences; different levels of ability may limit or encourage participation in certain school subjects; and some learners spend less time in school. Curricular choice is determined by need.

Curricular goals must be oriented toward skills and application instead of general knowledge. The goals must include skills related to maintaining health, communicating ideas, achieving personal and social growth, handling money concerns, working with measurements, getting along in an expanding community, coping with the physical environment, maintaining a home, using leisure time, and career development.

The competency-based curriculum is to be maximized for exceptional learners. Teachers must be familiar with the curriculum, making judicial use of it in the instructional program for handicapped and academically gifted learners.

Notes to Those Using the TEACHER HANDBOOK

The North Carolina Standard Course of Study, adopted by the State Board of Education, provides an overview of the basic curriculum which should be made available to every child in the public schools of our State. It includes the subject or skills areas of arts education, communication skills, guidance, healthful living, library/media skills, mathematics, science, second language studies, social studies, and vocational education as well as the philosophy and rationale underlying the curriculum and considerations which should be made in developing thinking skills and providing for the needs of exceptional children. The Teacher Handbook for the competency-based curriculum provides recommended goals and objectives and suggested measures for each subject or skills area.

Definitions

Competency Goals: broad statements of general direction or purpose.

Objectives: specific statements of what the student will know or be able to do.

Measures: a variety of suggestions for ways in which the student may demonstrate s/he is able to meet the objective.

How to Read the Goals, Objectives, and Measures

Competency Goals have been written as complete sentences stating why the learner should be able to meet the stated objectives, e.g., "The learner will know causes and events of the settlement of the West."

For purposes of clarity and brevity Objectives have been written as phrases or clauses beginning with a verb, e.g., "Know the importance of railroads in the settlement of the West." These phrases or clauses would logically be preceded by "The learner will (know the importance of railroads in the settlement of the West)."

For purposes of clarity and brevity Measures have also been written as phrases or clauses beginning with a verb, e.g., "Describe the advantages of the railroad over horse-drawn wagon, river transportation, and other commonly used methods of transportation." These phrases or clauses would logically be preceded by "One way (or some ways) a student may demonstrate s/he is able to meet successfully the objective is to (describe the advantages of the railroad over horse-drawn wagon, river transportation, and other commonly used methods of transportation)."

Appendix E is an example of a page from the Teacher Handbook for the competency-based curriculum.

Student Placement

From kindergarten through eighth grade each skill or subject area has been divided into grade levels. This was done in order to make it easier for teachers to gain a general idea of what should be covered at each grade level. In order that instruction fit the individual needs of each student, it is most important that the classroom teacher use the activities in the Measures column to determine the appropriate placement for each child. For example, if a second-grade student is not able to complete successfully the Measures in the reading skills section at the second-grade level, Measures at the first-grade or kindergarten level should be administered. When the base level at which the child can perform successfully has been determined, instruction should begin with and proceed from that level of Competency Goals and Objectives.

The Measures column includes a variety of suggested means for assessing student performance including informal measurements (e.g., manipulatives, oral reports, role playing, projects, and some paper and pencil activities) and formal measurements (e.g., items for teacher-made tests, criterion referenced tests, and/or standardized tests). Some of the items in this column may be administered in whole-group or small-group situations; others should be given only to individual students. These items may be used for the purpose of pretesting to determine appropriate student placement, for monitoring ongoing student progress, and/or for post-testing to determine student learning.

It is apparent that in order for students to be placed appropriately for instruction (particularly in first through eighth grade), each teacher must have at least one, and preferably two or more, grade levels of the competency-based curriculum on each side of the grade s/he is teaching. It must be remembered that the higher the grade level the greater the span of students' needs and, therefore, the greater the need for a teacher to have a wider grade span of the curriculum available. An adequate grade span of the curriculum is also important for teachers of exceptional children at all grade levels.

Responsibility for Implementation

The North Carolina Standard Course of Study specifies which skills and subjects are to be taught at each grade level from kindergarten through grade twelve. The skills to be taught or developed at all grade levels are communication skills, library/media skills, thinking skills, and affective skills. The subjects to be taught from kindergarten through grade six are arts education, healthful living, mathematics, science, second language studies, and social studies. The same subjects, with the addition of vocational education, are to be taught in grades seven through twelve.

The Teacher Handbook for the competency-based curriculum provides recommendations for what should be taught in each skills or subject area from kindergarten through eighth grade and in each course from ninth through twelfth grade. Each teacher's primary responsibility is to teach the subject(s) or courses which s/he is specifically assigned, as well as to help students develop thinking and affective skills. However, each teacher also has a responsibility for appropriately integrating other skills (communication, library/media) and subjects (arts, healthful living, mathematics, science, second language studies, social studies, and vocational education) into the skills or subject areas which are her/his specific assignment.

Teachers in departmentalized schools at the middle/junior high or secondary levels have a responsibility for integrating curriculum in several ways. These include: (1) the integration of curriculum within their subject area in order to help students to make a smooth transition from one level to the next, e.g., from English I to English II, from Algebra I to Algebra II, from French II to French III; (2) the appropriate integration and development of those skills which are every teacher's responsibility (thinking and affective skills); and (3) whenever appropriate, the integration of other skills and subjects into their specifically assigned subject or skills area.

The Teacher Handbook for the competency-based curriculum serves as a resource guide for the integration of all skills and subjects in departmentalized situations. Teachers may look over the curriculum within the specific skills or subject area for which they are responsible in order to determine the overall scope and sequence. They may look at the outlines for thinking and affective skills in order to determine which of those skills have been integrated into their particular segments of the curriculum or to determine how they may integrate additional thinking and affective skills. Looking over other skills and subject areas will help teachers determine what should be appropriately integrated into their own areas. For example, while it is a primary responsibility of the high school English teacher to teach writing and speaking skills, the high school social studies teacher must be familiar with those skills and has a responsibility for reinforcing those skills in the written and oral work done in the social studies classes. Prior to beginning written and oral reports the social studies teacher should review the writing and speaking skills portions of the communications skills curriculum, using these as guidelines for instruction and the development of student assignments. Similar examples could be given with mathematics and science teachers or English and vocational education teachers.

Teachers in self-contained classrooms at the elementary, middle/junior high, or high school levels have the primary responsibility for integrating the curriculum in a variety of ways. These include: (1) integrating the curriculum within each skills or subject area in order to help students make a smooth transition from one grade level to the next; (2) integrating thinking skills and affective skills throughout all areas of the curriculum; (3) the integration of skills and subjects whenever possible though units of study;

(4) integrating skills and subjects introduced by teachers or specialists outside the homeroom into what is being taught within the homeroom; and (5) coordinating the efforts of teachers outside the homeroom (teachers of arts education, physical education, exceptional children, and library/media specialists, or guidance counselors) in order to supplement the homeroom curriculum. The Teacher Handbook for the competency-based curriculum serves as a guide for the integration of skills and subjects in self-contained situations as it does in departmentalized situations.

The principal shares in the responsibility for the successful implementation of the competency-based curriculum. The implementation and integration of the curriculum should be the focal point for decisions made by the principal in the role of instructional and administrative leader. Decisions made with respect to scheduling, disposition of student discipline, uninterrupted time for classroom instruction, and the distribution of materials and supplies may each serve to facilitate or frustrate the successful implementation and integration of the curriculum.

Staff within the area of Instructional Services at the North Carolina Department of Public Instruction also share responsibility for the successful implementation of the competency-based curriculum. Staff from the Regional Education Centers and Raleigh are, of course, available to assist Local Education Agencies in the implementation of the curriculum.

Use of Textbooks

The North Carolina Standard Course of Study is the curriculum approved for the public schools of North Carolina. Textbooks supplement this curriculum. With reference to their appropriateness for use with the North Carolina Standard Course of Study, textbooks are reviewed and recommended by the Textbook Commission. The State Board of Education then adopts a list of textbooks from which school districts make individual selections. Appendix G is a description of this process. If textbooks are at variance with the curriculum, the North Carolina Standard Course of Study takes precedence.

Computer Access

The North Carolina Standard Course of Study and the Teacher Handbook for the competency-based curriculum (with the exception of mathematics grades 7-12) have been entered on the IBM 5520 computer at the State Department of Public Instruction. Each skills or subject area at each grade level has been entered as a separate document. This allows Local Education Agencies, Institutions of Higher Education, and others with access to the mainframe in Raleigh to call up and print out any portion of the curriculum, e.g., any skills or subject area across all grade levels, all skills and subjects for one particular grade level, one subject at one grade level, or the entire competency-based curriculum. Those with access to the mainframe will, therefore, have immediate access to any revisions or additions to the curriculum.

Activities and Resources

The development or cataloging of activities and resources to assist in the implementation of the competency-based curriculum is an ongoing activity of Instructional Services staff working with teachers and others in each of the Local Education Agencies. Concentrating this effort in the local school districts provides teachers the opportunity to become familiar with the curriculum. As activities and resources are developed for each skills or subject area, they will be made available for State-wide dissemination through the IBM mainframe.

Working Space

Working space has been left at the end of goals throughout the Teacher Handbook for the competency-based curriculum. This space has been provided so that teachers may write in additional objectives and measures and/or make notes regarding instruction, activities, and resources.

How to Make Suggestions for Additions or Revisions

As with any viable curriculum, the Teacher Handbook for the competency-based curriculum must be open to constant review, expansion, and revision in order that it continue to meet the needs of the children of this State. Anyone having suggestions for additions to or revisions of this curriculum may complete and submit the form in Appendix I, or may contact:

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Assistant State Superintendent
for Instructional Services
Education Building
Raleigh, NC 27611

Social Studies

COMPETENCY-BASED CURRICULUM

NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION

SOCIAL STUDIES

PURPOSE AND OVERVIEW

An effective and balanced K-12 social studies program will prepare students to be active, effective, and responsible citizens of the State of North Carolina. Social studies provides the student with the background to work individually and in groups, and to deal with a broad range of peoples and cultures. It increases the student's awareness of her/his world, nation, and state, and gives her/him a background of the history, politics, and culture of North Carolina, the United States, and the world at large. Social Studies programs provide students with the knowledge, skills, attitudes, and values that enable them to be effective problem-solvers and good decision-makers. They are prepared to deal with present, recurring, and unforeseen problems.

Within our schools, social studies has traditionally embodied the important role of preparing young people to inherit the right and the responsibility of citizenship. It is the single curriculum area whose subject matter is the entirety of human experience. The teachings of the disciplines which make up the social studies contribute distinctively to citizen education:

The study of history places human beings and their activities in time. A knowledge of history cannot enable one to predict the future, but it can reveal how other people in other times have dealt with similar problems. It is unique in showing how the past shapes the world of today and suggests the options open to us. History can teach both the burdens the past has placed on us as well as the opportunity that these burdens provide. The study of history has enormous value for society collectively. Historical knowledge gives society its roots: in time, in place, and in direction.

The study of geography encompasses the questions, "Where is it?" and "Why is it there?" Geography is the stage on which the drama of history unfolds. Geographic understanding helps citizens answer questions about the ways human societies have occupied, used, and been affected by the lands they live on. Just as knowledge of history can give an understanding of time perspective, knowledge of geography can give an understanding of spatial perspective.

Knowledge of economics brings with it an understanding of how individuals and societies decide to use their skills and their resources to provide for their needs. A basic knowledge of economics can provide citizens with tools to evaluate issues having to do with the allocation and distribution of the earth's diminishing resources.

Knowledge of political science includes understanding basic political concepts and government institutions. Why governments exist, how they function, and how each relates to all others are fundamental to understanding the world and human activity. In order for students to participate effectively and creatively in their political/legal system, they must first have a fundamental understanding of political systems and processes.

Governments and economies are operated by people. Anthropology, psychology, and sociology offer distinctive perspectives on the behavior of individuals and groups. These social sciences can provide citizens with useful tools for analyzing the motives and actions of individuals and groups they encounter.

A sequential skills program develops tools needed by students for further learning as well as those needed for playing active roles as citizens. Without the skills component the social studies program will provide students with a knowledge of facts, but without the understanding or means to use them. It cannot be assumed that students have mastered a given skill merely because it is taught in a particular unit of study or at a given grade level. Skill implies the proficiency to do something well. The attainment of proficiency in performing a given task is no automatic process. Mastery of skills comes only as the result of practice, continued use, and refinement.

If students are to attain the skills necessary for social inquiry and rational decision-making, these skills must be clearly identified and sequentially developed throughout the entire instructional program. Additionally, the instructional plan must provide opportunities for students to systematically practice, apply, and refine those skills.

Practice, as it relates to skill development in social studies, implies more than drill or the repetition of a particular response. Skills and attitudes are developed as students work with information and acquire knowledge. Consequently, social studies skills are effectively learned only as they are practiced within the context of situations in which such skills must be applied: for acquiring needed information, resolving a recognized problem, deciding upon a feasible course of action, or for attaining a stated goal. If students are to gain facility in the use of various social studies skills, instructional activities designed specifically for this purpose must be sequentially structured both within each grade and from grade to grade, K-12. The instructional sequence for each skill to be taught should include: (1) the presentation of a model of the use of the skill; (2) several opportunities for students to work through the process under careful teacher guidance; and (3) continued opportunities for additional practice involving use of increasingly complex variations of the skill within a variety of functional settings.

There are basically three types of social studies skills: academic (intellectual) skills, self-management skills, and the skills of social participation. The academic skills of major concern in the area of social studies are those intellectual functions associated with the scientific approach to social inquiry. These include the ability to identify, define, and state problems; formulate hypotheses; plan appropriate methods for testing stated hypotheses; locate, organize, and interpret information; assess the appropriateness and limitations of data and sources of data; evaluate the accuracy of hypotheses based on data; report findings; and draw valid conclusions. Self-management skills include those techniques and abilities that one uses in managing interpersonal and intergroup relations--growing in sensitivity to others and in the capacity to deal with conflict, uncertainty, diversity, and change. Social participation skills include the skills of effective listening, group discussion and planning, group decision-making, and accepting responsibility for such decisions.

COURSE OF STUDY

K-3
Interdisciplinary
Social Studies

4-8
Cultural Geography, Government, History

9-12
Economics
Government
World History, Cultures, and Geography
United States History

The sequence for the social studies program (indicated above) defines in general terms the subject matter to be emphasized at each grade. The organizational pattern that is recommended is both sequential and developmental.

The curriculum is designed to draw insights and organization from history and the social science disciplines. The primary grades (K-3) program is interdisciplinary, based on concepts from the social science disciplines. Grades 4-12 are a continuation of some aspects of this interdisciplinary study, though certain disciplines provide the organizational structure at various levels. Studies in grades 4-7 are based in geography. The eighth grade study is an historical study, while economics and political science provide the structure for the ninth grade study. The world studies program at grade ten may be organized historically, geographically, or as an interdisciplinary cultural study. History is the basis of the eleventh grade study, while the twelfth grade study may focus on history and the social studies electives which draw from the various social science disciplines. Thus history and the social sciences form the intellectual base for the entire curriculum sequence.

Many school districts do offer other courses appropriate to this instructional area which are not a part of the State-funded basic education program. Such electives may include: International Studies, Law and Justice, Psychology, Sociology, Local and State History and Government, Humanities, Advanced U.S. History, Advanced World History, Geography, and Advanced Government.

LEARNING OUTCOMES

The overall curriculum goals for social studies are to:

- develop concepts and make valid generalizations that provide insights into the political, economic, and social behavior of people.
- become proficient in the skills needed for information gathering, problem-solving, decision-making, planning, self-management and group participation.
- acquire knowledge about:
  - the structure and functions of the social, political, and economic institutions in American and other societies.
  - the historical development and unique characteristics of past and present societies.
  - issues and problems which have persisted throughout time
  - basic geographic concepts.
- develop values consistent with fundamental tenets of democracy.
- develop constructive attitudes toward diversity, change, conflict, and uncertainty.
- develop an understanding of one's relationship to others and to the environment.

GRADES K-3

Major Emphases

The social studies program at the primary level focuses on the expanding horizons of the child as s/he inquires into physical and social environments as a way of developing positive concepts of self and others. The program is an active one; the way in which children learn at this level is as important as, and may determine, what children learn.

The program explores the widening social world of the child and her or his relationship with others in the home, school, neighborhood, and community. This exploration has a "near-and-far" emphasis as well. Children in studying the neighborhood, for instance, examine their own neighborhood and compare and contrast it to other neighborhoods in different times and places. Such "near-and-far" study helps students to better understand their own familiar environments as they examine them in relation to unfamiliar environments and people.

As they study people, families, homes, school, neighborhoods, and communities, students become aware of the interdependence in each of these social arrangements. They learn the roles and functions of family members and school, neighborhood, and community workers as well as how individuals, homes, and communities change over time.

As a result of the program at this level students should:

- grow in self-reliance (in their ability to learn independently and take responsibility for their own actions).
- become more sensitive to and accept the feelings of others.
- learn to read, follow, and interpret simple maps, globes, charts, and graphs.
- be able to recognize problems which are real to them and be able to suggest ways of solving them.
- be able to locate and gather information pertinent to social studies at their level, to analyze this information, and to draw conclusions from it.
- begin to understand the concepts of interdependence, responsibility, and individual worth.

Kindergarten: The Individual and Group Relationships

The program for kindergarten children begins with a study of oneself and of people and things familiar to oneself. The children explore many facets of individuality, of family life, and of other groups of which they are members. After the children have acquired an understanding of themselves and of their own family structure, the study should be extended to people living in similar and different environments in the United States and in the world.

In the kindergarten program the children begin to develop concepts about their own being and the family as a basic institution in human society. They learn that there are certain basic needs common to all people--those of food, clothing, shelter, and security. In looking at their unique qualities and characteristics, and in looking at families living in societies different from their own, children perceive that while individuals and families are different, similarities also exist. They see that although people have basically the same needs, they meet these needs in a variety of ways. Concepts such as interdependence, individual worth, dignity, responsibility, environment, and scarcity are introduced and expanded through a study of family organization and the different roles assumed by the children and various members of the family unit.

Insights from the disciplines of anthropology, economics, geography, government, history, and sociology are used to structure the interdisciplinary kindergarten program in social studies.

Grade K Outline (Knowledge)

THE LEARNER WILL:

1. Develop a positive self-concept (sociology and anthropology).
2. Become independent (sociology and anthropology).
3. Cooperate with others (sociology and anthropology).
4. Become an effective problem-solver in classroom situations.
5. Understand the concept of citizenship within the classroom and school (political science and sociology).
6. Understand the concept of authority in a democratic environment (political science, sociology, and anthropology).
7. Understand responsibility (political science, sociology, and anthropology).
8. Understand the role of rules and laws in the home and school (political science, sociology, and anthropology).
9. Understand the concept of family (sociology and anthropology).

10. Understand the concept of change (history).

11. Know commonly celebrated holidays, famous people, and special days (history and political science).

12. Understand the importance of the environment (geography, sociology, and anthropology).

13. Understand the ways families use money (economics).

14. Understand the concept of the division of labor (economics).

15. Understand the concept of wants and needs (economics).

16. Understand the concept of scarcity (economics).

Grade K Outline (Skills)

THE LEARNER WILL:

1. Identify and define problems and suggest ways of solving them.

2. Locate and gather information.

3. Evaluate information.

4. Organize and analyze information and draw conclusions.

5. Use maps and globes.

6. Have a sense of time and chronology.

7. Demonstrate growth in self-management.

8. Participate in group activities.

SOCIAL STUDIES

Grade Level: K Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 1: The learner will develop a positive self-concept (sociology and anthropology).

Objectives	Measures
1.1 Demonstrate pride in oneself and others.	1.1.1 Relate, during circle time, something nice that has been said about someone else, and something nice that has been said to or about the child.
	1.1.2 Tell other children about something that has been done in a center.
	1.1.3 Paint a picture about something good that has happened at school.
	1.1.4 Share a personal project with the class.
	1.1.5 Demonstrate something (skill) that s/he thinks s/he can do well.
1.2 Relate to classroom activities in a positive manner.	1.2.1 Dictate a story about an activity the child likes best.
	1.2.2 Keep an activity area in good order.
	1.2.3 Express pride in completing an activity.
	1.2.4 Draw a picture showing her/his favorite thing at school.
1.3 Develop friendships and positive relationships within the class.	1.3.1 Tell the class the good qualities of a friend.
	1.3.2 Dictate a note to a friend who is out sick.
	1.3.3 Show a valued craft project to a school worker.
	1.3.4 Identify another child by positive, personal, characteristic clues given by the teacher.

Grade Level: K

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 2: The learner will become independent (sociology and anthropology).

Objectives	Measures
2.1 Complete a task without constant reassurance.	**2.1.1 Follow directions in completing classroom tasks (e.g., caring for plants and animals, cleaning up after activities).**
	2.1.2 Carry out an art project without supervision.
	2.1.3 Eat lunch without help from an adult and without spilling food or milk.
	2.1.4 Make food choices in the cafeteria without adult assistance.
2.2 Ask questions and venture opinions without fear or embarrassment.	**2.2.1 Tell which food is liked best and which is liked least.**
	2.2.2 Ask survey questions about favorite colors in order to make a graph.
	2.2.3 Ask friends about pets they have when gathering information for a dictated pet story.
	2.2.4 Vote spontaneously on a classroom issue.
2.3 Plan and initiate independent activities at appropriate times with little supervision.	2.3.1 Carry out a simple original art or craft project.
	2.3.2 Help plan an activity with a friend.
	2.3.3 Role play or use puppets to act out an original story.
	2.3.4 Collaborate with a classmate on a construction project.
	2.3.5 Produce and perform a puppet show.

Grade Level: K Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 3: The learner will cooperate with others (sociology and anthropology).

Objectives		Measures
3.1 Work well in small and large groups.	3.1.1	Cooperate with others in classroom activities (e.g., board games, cooking).
	3.1.2	Take turns when playing with a toy.
	3.1.3	Cooperate with others in outdoor activities.
3.2 Accept and cooperate with the decisions of the majority.	3.2.1	Work in a center in a positive way, even though it is not a first or second choice.
	3.2.2	Participate in an outdoor activity chosen by others, over the child's objection.
	3.2.3	Accept the decision of the majority when voting on games, records, books, or stories.
3.3 Show concern for others and share.	3.3.1	Work with a small group on completing a crafts project.
	3.3.2	Cooperate with others in a cooking activity.
	3.3.3	Share at appropriate times throughout the school day.
	3.3.4	Make a get well card for a teacher, classmate, or family member.

SOCIAL STUDIES

Grade Level: K

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 4: The learner will become an effective problem-solver in classroom situations.

Objectives	Measures
4.1 Recognize an existing problem.	4.1.1 Listen to a story about a child with a problem and tell what the problem was.
	4.1.2 Define what the problem is when a conflict arises in an activity center.
	4.1.3 Identify problems in the classroom.
	4.1.4 Identify the problem in a picture depicting a conflict situation.
4.2 Discuss problems in an atmosphere of respect and openness.	4.2.1 Listen to the opinions of others during a discussion of a problem.
	4.2.2 Talk with others in order to work out a problem.
	4.2.3 Accept suggestions on how to solve problems.
4.3 Identify resources for solving problems.	4.3.1 Get others to help when presented with a problem such as moving a heavy object.
	4.3.2 Choose appropriate materials (e.g., scissors, glue, paper) when carrying out an art project.
	4.3.3 Recognize and ask specific resource persons (e.g., friend, librarian, police officer) for help in solving problems.

SOCIAL STUDIES

Grade Level: K Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 5: The learner will understand the concept of citizenship within the classroom and school (political science and sociology).

Objectives	Measures
5.1 Demonstrate support for school and classroom activities.	5.1.1 Help and encourage team members in a physical education game.
	5.1.2 Deliver oral and written school messages concerning school events to parents.
	5.1.3 Participate in special school programs and events.
5.2 Participate in democratic decision-making and act in keeping with group decisions.	5.2.1 Discuss, vote, and cooperate with the majority when choosing a story to be read.
	5.2.2 Suggest snack items, participate in making decisions regarding snack time, and help to carry out snack time.
	5.2.3 Help make classroom rules.
	5.2.4 Vote and cooperate with the majority when given the opportunity to choose between going outside or continuing a favorite activity.
5.3 Assume responsibility in routine safety activities.	5.3.1 Stay in line and move as directed during fire and tornado drills.
	5.3.2 Listen when being instructed regarding safety, and then follow rules.
	5.3.3 Make and follow rules for the playground.
	5.3.4 Use silverware and scissors correctly.
	5.3.5 Recognize the danger of throwing toys, rocks, pencils, or other potentially dangerous objects.

SOCIAL STUDIES

Grade Level: K

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 6: The learner will understand the concept of authority in a democratic environment (political science, sociology, and anthropology).

Objectives	Measures
6.1 Follow established procedures.	6.1.1 Demonstrate the established way to go to the media center.
	6.1.2 Answer questions about why it is important to have a person in charge of bus duty.
	6.1.3 Help decide on a procedure for the end of the day.
	6.1.4 Give reasons why it is important to have a person in charge (e.g., bus duty, library, bus driver).
	6.1.5 Show respect for persons in charge of activities and duties.
6.2 Understand why authority is given to certain individuals.	6.2.1 After viewing pictures of authority figures, explain why these persons have been given authority.
	6.2.2 Draw or find a picture of a given authority figure and explain what might happen if this person did not have authority.
	6.2.3 Listen to a story about a family and tell what authority parents have, and why.
	6.2.4 Identify desirable personal characteristics for individuals in authority.

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 6: The learner will understand the concept of authority in a democratic environment (political science, sociology, and anthropology).

Objectives		Measures	
6.3	Identify the need for authority.	6.3.1	Listen to or view information about a chaotic situation and tell what should be done to bring order.
		6.3.2	When presented with an emergency situation and asked, "What should be done?", state logical rules to be followed or a logical authority figure to be called.
		6.3.3	Explain why an adult should have authority on the playground.

SOCIAL STUDIES

Grade Level: K Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 7: The learner will understand responsibility (political science, sociology, and anthropology).

Objectives	Measures
7.1 Identify responsible actions in oneself and others.	7.1.1 Listen to a story describing a child's actions and tell whether those actions were responsible.
	7.1.2 Categorize pictures of children doing things as being either "responsible" or "irresponsible".
	7.1.3 Act out a story that shows responsible action.
	7.1.4 Explain how one's own action may lead to conflict.
	7.1.5 Explain why irresponsible actions might lead to punishment.
7.2 Predict the consequences of responsible and/or irresponsible actions.	7.2.1 Listen to the story of the grasshopper and the ant or a similar fable and predict the consequences of the actions of the ant and the grasshopper.
	7.2.2 Describe what might happen as a result of irresponsible actions (e.g., throwing paper on the floor, running around the room, or leaving coats on the playground).
	7.2.3 Dictate a story describing what might happen as a consequence of the action after viewing a picture of someone acting irresponsibly.
7.3 Compare responsible action with irresponsible action.	7.3.1 Listen to a story about a child acting irresponsibly and make logical suggestions as to how the child in the story might behave more responsibly.
	7.3.2 Listen to the story of the Little Red Hen and suggest how the hen's neighbors might behave more responsibly.

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 7: The learner will understand responsibility (political science, sociology, and anthropology).

Objectives	Measures
7.4 Accept responsibility for one's actions.	7.4.1 Carry out assigned tasks (e.g., clean up after painting a picture).
	7.4.2 Respect the belongings of others, and take care of her/his belongings.
	7.4.3 Follow through when an assignment is made.
7.5 Participate responsibly as a member of the class.	7.5.1 Identify the responsible person when things go wrong, and accept blame when it is due (e.g., Tell what will happen if class members don't feed the class animals or fish properly.).
	7.5.2 Accept reasonable punishment for irresponsibility and work toward improvement.
	7.5.3 Recognize irresponsible behavior in and around the school and discuss it in class.

Grade Level: K Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 8: The learner will understand the role of rules and laws in home and school (political science, sociology, and anthropology).

Objectives	Measures
8.1 Discuss classroom problems and be involved in solutions which involve rules.	8.1.1 Participate in a circle discussion about rules and how to organize the block area during clean up.
	8.1.2 Explain the rules of a game to others after having been taught the rules by another person.
	8.1.3 Explain why a limited number of children may work in the art center at one time.
8.2 Recognize the need for rules or laws.	8.2.1 Give a pertinent rule for an appropriate problem or dilemma, and state why it is needed.
	8.2.2 Listen to a story about a town/school/family without rules or laws, and state why rules are needed to solve the confusion.
	8.2.3 View an appropriate picture of lawlessness or lack of rules and tell what needs to be changed.
	8.2.4 Construct roads in a sand box and make appropriate signs.
	8.2.5 Help create original stories about a town/school/family without rules or laws, and discuss what should be done to solve the confusion.

Grade Level: K

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 8: The learner will understand the role of rules and laws in home and school (political science, sociology, and anthropology).

Objectives		Measures	
8.3	Identify reasons for specific school rules.	8.3.1	Give reasons why school or class rules are important.
		8.3.2	Respond appropriately to the question, "Why do you think we have this rule?"
		8.3.3	Pantomime or draw pictures showing obedience and disobedience of school rules, and justify the need for rules.
		8.3.4	Draw pictures about a school rule and tell why the rule is needed.
8.4	Identify ways unfair rules can be improved.	8.4.1	View pictures or listen to stories about unreasonable or inappropriate rules, and tell what is wrong with the rule.
		8.4.2	Discuss a familiar game with incorrect or inappropriate rules, identify the "wrong" rule(s), and state rules appropriate for playing the game.
		8.4.3	Object vigorously and respectfully to an absurd rule made by the teacher (e.g., "Nobody gets to eat lunch today!").

Grade Level: K Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 9: The learner will understand the concept of family (sociology and anthropology).

Objectives		Measures
9.1 Discuss aspects of child's own family.	9.1.1	Tell about her/his family at sharing time.
	9.1.2	Carry on a conversation about family relationships in dramatic play.
	9.1.3	Talk about things families do on vacation after a discussion of family vacations.
	9.1.4	Identify family members using correct titles.
9.2 Distinguish likenesses and differences among individuals and families.	9.2.1	View two or three classmates of varying sizes and state who is taller, shorter, has blond hair, etc.
	9.2.2	View pictures of two families and state differences and similarities in age, size of families, and/or dress.
	9.2.3	View pictures of nuclear, single parent, and extended families and state appropriate and nonjudgmental similarities and differences.

Grade Level: K

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 9: The learner will understand the concept of family (sociology and anthropology).

Objectives	Measures
9.3 Compare and contrast one's own life with that of a child living in another culture.	9.3.1 View a picture of a house of a different culture (e.g., teepee, igloo, tent) and correctly identify it as a house, and compare and contrast living in it with living iving in one's own.
	9.3.2 View selected pictures of children in other cultures. Compare and contrast clothing and note appropriate similarities and differences.
	9.3.3 Cook food from another culture and compare it with food with which s/he is familiar.
	9.3.4 Listen to a story about a child living in another culture. Make a list of "how this child is like me."
	9.3.5 View a film or filmstrip about a child living in another culture and dictate a story, "How ____________________ is Like Me."

SOCIAL STUDIES

Grade Level: K

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 10: The learner will understand the concept of change (history).

Objectives	Measures
10.1 Demonstrate an understanding of change in the child's own life.	10.1.1 Tell the teacher/class about "things I could do when I was a baby and things I can do now."
	10.1.2 Dictate a story about a family change (birth, death, moving).
	10.1.3 Paint a picture of a birthday party, and in conversation, show an understanding of growth and change.
	10.1.4 Identify, compare, and contrast baby pictures and school pictures of classmates to show an understanding of growth and change.
10.2 Identify things which have changed in the family.	10.2.1 View pictures of the same family taken at different times and tell what has changed.
	10.2.2 Move across the floor like a baby, a teenager, and an old person.
10.3 Recognize change in the environment.	10.3.1 Make appropriate comments about seasonal pictures.
	10.3.2 Draw a picture of a tree in summer, fall, and winter, and describe changes.

SOCIAL STUDIES

Grade Level: K Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 11: The learner will know commonly celebrated holidays, famous people, and special days (history and political science).

Objectives	Measures
11.1 Identify symbols associated with famous people, holidays, and special days.	11.1.1 View a symbol such as a jack-o-lantern, a Christmas tree, or a log cabin and associate the symbol with the appropriate holiday or famous person.
	11.1.2 Select appropriate symbols from an assortment of holiday symbols to match with a particular holiday or person.
	11.1.3 Name symbols associated with a specific holiday or famous person.
	11.1.4 Draw a picture depicting symbols associated with holidays or special persons.
11.2 Associate special days to the calendar.	11.2.1 Find special days on the classroom calendar.
	11.2.2 Count down the days before a special holiday on the classroom calendar.
	11.2.3 Match holiday symbols to the appropriate day on the classroom calendar.
11.3 Identify reasons for observing special days.	11.3.1 Tell why a person is famous.
	11.3.2 Tell about special activities associated with special days (e.g., fireworks and parades on July 4).
	11.3.3 Explain the meaning of a symbol associated with a holiday.

SOCIAL STUDIES

Grade Level: K Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 12: The learner will understand the importance of the environment (geography, sociology, and anthropology).

Objectives		Measures
12.1 Recognize seasonal changes.	12.1.1	Identify articles of clothing worn in the different seasons.
	12.1.2	Select for the categories "winter" and "summer," pictures of clothing and/or and/or nature scenes for each heading.
	12.1.3	Take a nature walk and discuss changes.
12.2 Identify things in the natural environment which are important to the child.	12.2.1	Choose a warm spot or a cool spot on the playground on a sunny day.
	12.2.2	Discuss the importance of water after participating in water activities.
	12.2.3	Select the place in the classroom to put her/his plant for the best growth and state why it is the best place.
12.3 Participate in efforts to clean and maintain the school environment.	12.3.1	Clean up the work area within the classroom.
	12.3.2	Dictate a story about features of the school which must be protected and cared for, after walking around and surveying the school grounds.

Grade Level: K

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 12: The learner will understand the importance of the environment (geography, sociology, and anthropology).

Objectives	Measures
12.4 Recognize the interdependence of people and their environment.	12.4.1 Listen to a story and state how a story character depends on something in the environment (e.g., squirrel living in a tree, duck living on a pond, farmer living off the land).
	12.4.2 Discuss what people must do to protect the environment when describing some environmental activity (e.g., camping trip, wood cutting for firewood, gardening, or farming).
	12.4.3 State what might happen if certain environmental resources were depleted (e.g., "What would happen if there were no more water?").

SOCIAL STUDIES

Grade Level: K   Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 13: The learner will understand the ways families use money (economics).

Objectives	Measures
13.1 Identify basic monetary needs of families.	13.1.1 List items families must purchase.
	13.1.2 Role play the proper use of money.
	13.1.3 Explain why money is needed for school lunches and milk.
	13.1.4 Cut out magazine pictures and assemble a collage of things families need.
13.2 Relate shopping experiences.	13.2.1 Act out a family shopping trip in dramatic play after discussing an actual shopping trip.
	13.2.2 Draw a picture of or bring in an object to show what was purchased on a shopping trip.
	13.2.3 Tell about a family shopping trip, focusing on things that were considered but not purchased, and why.
13.3 Identify reasons why families spend money in different ways.	13.3.1 Discuss goods families buy and listen to others tell about items their family buys.
	13.3.2 State reasons why different families buy different items.
	13.3.3 View pictures of different families and tell what each family might need to buy (e.g., family with baby would need formula, diapers, stroller).

SOCIAL STUDIES

Grade Level: K Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 14: The learner will understand the concept of the division of labor (economics).

Objectives	Measures
14.1 Identify jobs performed in the home by various family members.	14.1.1 Act out different roles in the housekeeping area.
	14.1.2 Paint a picture of a job one does at home.
	14.1.3 Cut out pictures from a magazine of different jobs done in or around home.
14.2 Identify and discuss various tasks carried out by school workers.	14.2.1 Identify the the roles of individual workers in completing the total job after a visit to the lunchroom.
	14.2.2 Discuss what each does as her/his part of the total school operation after a visit to school workers (e.g., secretary, custodian).
	14.2.3 Identify the principal's school duties after s/he discusses them with the class.
	14.2.4 Draw pictures depicting jobs of those people who work in the school after a visit to school helpers.
	14.2.5 Associate school helper with equipment appropriate to the job performed in school.
14.3 Participate in projects to accomplish tasks which require division of labor.	14.3.1 Participate in clean up and then discuss the results.
	14.3.2 Use a division of labor to accomplish a classroom task (e.g., snack time, clean up).
	14.3.3 Indicate the advantages and disadvantages of gathering terrarium materials both with and without a division of labor.

SOCIAL STUDIES

Grade Level: K

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 15: The learner will understand the concept of wants and needs (economics).

Objectives	Measures
15.1 Identify those factors which are necessary for life.	15.1.1 Cut out pictures of different houses from a magazine and discuss the need for housing.
	15.1.2 Make fruits from play dough and talk about the need for food.
	15.1.3 Collect rain water and discuss the uses of water.
	15.1.4 Make a booklet showing different types of clothing.
	15.1.5 Identify the expression of love and affection shown in an appropriate picture.
15.2 Identify factors which make life better but are not necessary.	15.2.1 Categorize wants and needs using appropriate pictures.
	15.2.2 Create a "shopping list" of things s/he would like to have and identify which items meet basic needs.
	15.2.3 Give logical reasons why "things I want" might not be "things I need."
15.3 Show understanding of the idea that "wants" vary.	15.3.1 Use a graph showing favorite flavors of ice cream of all class members to decide which flavor is most and least popular.
	15.3.2 Discuss similarities and differences in "want lists" of the girls and boys in class.
	15.3.3 Contrast "wish lists" of the parents with those of the child.

SOCIAL STUDIES

Grade Level: K

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 16: The learner will understand the concept of scarcity (economics).

Objectives	Measures
16.1 Describe scarcity as "not enough to go around."	16.1.1 Identify scarcity of a problem following an appropriate classroom situation (e.g., not enough art instructors).
	16.1.2 Cut out or draw pictures of things the child would like to have, and dictate a story telling why the child can't have all of the things.
	16.1.3 Recognize problems created by the demand for popular toys at Christmas time.
16.2 Make decisions concerning the use of scarce resources.	16.2.1 Decide how to distribute 10 cookies to 20 children.
	16.2.2 Help decide how children are chosen to carry out classroom jobs when there are more children than jobs.
	16.2.3 Solve problems created when school supplies are scarce (e.g., not enough crayons or scissors).

SOCIAL STUDIES

Grade Level: K   Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 1: The learner will identify and define problems and suggest ways of solving them.

Objectives	Measures
1.1 Define vocabulary and conditions that are essential to understanding a problem.	1.1.1 **Define a problem such as congestion at the water fountain, in terms of what is causing the congestion (e.g., everyone trying to be first or pushing in line). Then define responsibility, sharing.**
	1.1.2 **Define the problem of the lack of shared responsibility in the home in terms of who leaves clothes lying out or who didn't clean up her/his room.**
	1.1.3 **Identify emotions such as fear, sorrow, anger, associated with any problem.**
1.2 Set up a tentative solution for a problem.	1.2.1 **Suggest a tentative solution to the problem of congestion at the water fountain, such as lining up according to seating arrangement or alphabetically.**
	1.2.2 **Choose a response to the problem of shared responsibility that will be a tentative solution:** a. **Do nothing.** b. Agree that everyone will pick up their clothes and clean their room. c. Let father or mother decide what to do.

Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 1: The learner will identify and define problems and suggest ways of solving them.

Objectives	Measures
1.3 Determine possible consequences of various courses of action.	1.3.1 Respond to these questions about the problem of congestion at the water fountain: a. What would happen if only girls went to get water first? b. Who would benefit if students went to get water whenever they wanted water? c. Who would benefit if students went to the water fountain by alphabetical order?
	1.3.2 Offer solutions by courses of action to the problem of shared responsibilities: a. Discuss the problem with parents (family conference). b. Consider establishing rules. c. Discuss with peers.
	1.3.3 Determine possible courses of action to resolve specific problems. After completing the list, predict what good and bad consequences might result from each proposed alternative.

Grade Level: K Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 2: The learner will locate and gather information.

Objectives		Measures
2.1 Choose appropriate reference books and sources.	2.1.1	Look through picture collections and sort out those that are examples of producers and/or consumers, or whatever is the chosen topic.
	2.1.2	Use appropriate magazines and newspapers to gather information on a current event or pictures of famous people.
2.2 Gather information by observing people and situations.	2.2.1	Observe others in play and identify different forms of cooperation.
	2.2.2	Identify consumers and producers within the cafeteria setting.
2.3 Collect information through field trips and interviews.	2.3.1	Ask previously prepared questions to solicit information about safety or fire protection, during a field trip to a fire station.
	2.3.2	Ask question previously framed by the class that will solicit needed information when interviewing an adult.
	2.3.3	Use a questionnaire developed by the class to survey others.
	2.3.4	Answer a series of questions, during and after the field trip, about what is being observed or has been observed.
	2.3.5	Discuss field experiences with the teacher and other students for the purpose of detailing what was seen and heard.
	2.3.6	Draw pictures showing what was observed.

Grade Level: K **Skills/Subject Area: Social Studies/Skills**

COMPETENCY GOAL 3: The learner will evaluate information.

Objectives	Measures
3.1 Distinguish between fact and fiction.	3.1.1 Evaluate a tape recorded interview with an adult in terms of fact and/or opinion. 3.1.2 Explain the parts that appear to be true and those that are fiction, after hearing a fairy tale.
3.2 Distinguish between relevant and irrelevant information.	3.2.1 Determine which items in a list of clothing are usually worn in summer. 3.2.2 Identify those animals on a list which are usually pets.

Grade Level: K Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 4: The learner will organize and analyze information and draw conclusions.

Objectives	Measures
4.1 Organize information.	4.1.1 Given a picture of a family, put into two categories, children and adults.
	4.1.2 Group pictures into specific categories, (e.g., apples, oranges, dogs, and cats).
4.2 Analyze information.	4.2.1 Respond to questions when shown a pictograph with a number of bikes, pets, and video games owned by students (e.g., How many members of the class own pets, bicycles, and video games?).
	4.2.2 Compare and contrast the dress and ethnic features of a family from a different culture with her/his own.
4.3 Draw conclusions.	4.3.1 Decide if anyone did wrong and if the problems could have been avoided after listening to a story such as Little Red Riding Hood, or Goldilocks.
	4.3.2 Describe the safest course of action when given situations such as fire drills, crossing the street, or loading a school bus.

SOCIAL STUDIES

Grade Level: K Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 5: The learner will use maps and globes.

Objectives		Measures	
5.1	**Identify and distinguish between maps and globes as the best facsimile of the earth's surface.**	5.1.1	Select the most appropriate map or globe as required.
		5.1.2	Describe a globe as a round representation of the earth.
5.2	Orient maps and note directions.	5.2.1	Distinguish left/right, up/down, top/bottom, on a map of the classroom.
		5.2.2	Show that North is toward the North Pole and South is toward the South Pole.
5.3	Locate places on maps and globes.	5.3.1	Distinguish between land masses and water areas on a globe.
		5.3.2	Tie a colored string from home to the school on a map of the community.
		5.3.3	Locate a specific state on a primary map.
		5.3.4	Construct a simple map of the classroom.
5.4	Interpret map symbols.	5.4.1	Recognize simple symbols on the classroom map.

SOCIAL STUDIES

Grade Level: K   Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 6: The learner will have a sense of time.

Objectives		Measures
6.1 Demonstrate an understanding of the time system and calendar.	6.1.1	Set the play clock to a precise time by moving the clock hands to appropriate positions.
	6.1.2	Place a given special day appropriately on the calendar.
	6.1.3	Name days of the week and months of the year.
6.2 Demonstrate an understanding of a chronological sequence of events.	6.2.1	Arrange in chronological order a series of personal experiences.
	6.2.2	Express order or sequence in terms of first, second, or third.

Grade Level: K   Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 7: The learner will demonstrate growth in self-management.

Objectives	Measures	
7.1 Decrease self-centered perceptions.	7.1.1	Identify the feelings of the characters in The Three Bears or another similar story.
	7.1.2	Explain the feelings of the group to which s/he does not belong, after playing a game that results in winners and losers.
7.2 Decrease stereotypic perceptions.	7.2.1	Show respect in working or playing with students who are different in some way.
	7.2.2	Talk about specific things known rather than using general or judgmental statements, when discussing adults in specific roles such as police officers.
7.3 Increase the ability to empathize.	7.3.1	Describe the thoughts and feelings of children in distress as related in a story.
	7.3.2	Express support for a child who is afraid or sad.
7.4 Increase the ability to accept and deal with diversity.	7.4.1	Point out the physical differences attributable to heredity in a set of family pictures.
	7.4.2	Ascribe behavioral differences of children to training and upbringing in a story about specific ethnic groups.
7.5 Increase the ability to accept and deal with change.	7.5.1	Identify physical change in a series of photographs of a specific family.
	7.5.2	Suggest ways to deal with an addition to the family or moving to a new school.
	7.5.3	Predict the results of a proposed change.

Grade Level: K

Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 7: The learner will demonstrate growth in self-management.

Objectives	Measures
7.6 Manage conflict.	7.6.1 Listen to all points of view when involved in a conflict.
	7.6.2 Talk about how s/he feels when involved in a conflict.
	7.6.3 Accept the feelings of others.
	7.6.4 Talk about her/his actions and objectives when involved in a conflict.
	7.6.5 Role play the resolution of a conflict situation with classmates, and discuss the importance of two-way communication and compromise when trying to resolve conflicts.
	7.6.6 Propose ways of settling a given conflict.
7.7 Resolve age-appropriate dilemmas.	7.7.1 Explore a number of alternatives, suggest a course of action and defend that course of action, with reasons, when confronted with real or hypothetical situations and asked to make judgments about the best course of action for individuals or groups involved.
	7.7.2 Consider what is best for all parties, when judging the best course of action.

SOCIAL STUDIES

Grade Level: K Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 8: The learner will participate in group activities.

Objectives	Measures
8.1 **Participate in group planning and decision-making.**	8.1.1 Initiate ideas when called upon to solve a problem or make plans with others. 8.1.2 Listen to the ideas of others, when discussing problems or making plans. 8.1.3 Compromise for the good of the group.
8.2 Engage in group decision-making.	8.2.1 Vote or make her/his wishes known in some acceptable way. 8.2.2 Generate alternative courses of action. 8.2.3 Anticipate consequences of group decisions. 8.2.4 Suggest ways to determine if the decision is a good one.
8.3 Act upon group decisions.	8.3.1 Accept and carry out assigned tasks. 8.3.2 Support group decisions after they have been made.

Grade One: Home and School

The first grade study builds upon concepts introduced in kindergarten. The students further examine the roles of members of their own families as well as those of families in other environments around the world. They study their school, its purpose, and its relation to the home. They compare their home and school life with that of children in environments and societies different from their own.

The concepts of interdependence, individual worth, dignity and responsibility, environment, and scarcity are reinforced and expanded in first grade study. Through an extended study of the family and home life of people in other parts of the world, the child develops a concept of man and the universality of basic human needs and wants. By comparing and contrasting the ways in which people living in different environments seek to provide for these basic needs and wants, the student develops an awareness of the relationship between physical environment and human activity. S/he sees that family and school rules and laws are established for the common good and are a necessary part of group living.

Insights drawn from the disciplines of anthropology, economics, geography, sociology, government, and history will be used to structure the study at this level.

Grade 1 Outline (Knowledge)

THE LEARNER WILL:

1. Develop a positive self-concept (sociology and anthropology).
2. Become more independent (sociology and anthropology).
3. Cooperate with others (sociology and anthropology).
4. Become an effective problem-solver in social situations.
5. Understand the concept of citizenship within the classroom and school (political science and sociology).
6. Understand the concept of authority in home and school (political science, sociology, and anthropology).
7. Understand the concept of responsibility (political science, sociology, and anthropology).
8. Understand the role of rules and laws in a democratic environment in home and school (political science, sociology, and anthropology).

9. Understand the concept of family (sociology and anthropology).

10. Understand personal and social change (history).

11. Have a sense of time and chronology (history).

12. Know famous people from history and commonly accepted symbols of the American heritage (history).

13. Know of common holidays and holiday customs (history).

14. Understand the importance of environment (geography, sociology, and anthropology).

15. Understand the use of maps and globes (geography).

16. Understand how families derive income (economics).

17. Understand the ways families use money (economics).

18. Know that all families produce and consume goods and services (economics).

19. Understand division of labor (economics).

Grade 1 Outline (Skills)

THE LEARNER WILL:

1. Identify and define problems and suggest ways of solving them.

2. Locate and gather information.

3. Evaluate information.

4. Organize and analyze information and draw conclusions.

5. Use maps and globes.

6. Have a sense of time and chronology.

7. Demonstrate growth in self-management.

8. Participate in group activities.

Grade Level: 1 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 1: The learner will develop a positive self-concept (sociology and anthropology).

Objectives	Measures
1.1 Assess strengths and weaknesses in a positive way.	1.1.1 Share nice things about self and others during circle time.
	1.1.2 Demonstrate newly acquired skills (e.g. tying shoes, buttoning jacket).
	1.1.3 Paint a picture illustrating a needed personal improvement.
1.2 Express positive feelings toward classroom and school activities.	1.2.1 Express pride in accomplishing an activity.
	1.2.2 Dictate a story about a favorite activity.
	1.2.3 Illustrate the topic "I like school because . . . ."
1.3 Develop friendships and positive relationships within the class.	1.3.1 Dictate a story about a special friend.
	1.3.2 Contribute a picture to a classroom booklet or bulletin board of things people do that make them happy at school.
	1.3.3 Identify characteristics or qualities that make a friend special.

SOCIAL STUDIES

Grade Level: 1 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 2: The learner will become more independent (sociology and anthropology).

Objectives	Measures
2.1 Initiate and complete activities with minimum assistance.	2.1.1 Work and complete simple projects in activity areas with little help. 2.1.2 Work independently on task cards. 2.1.3 Perform necessary classroom duties routinely (e.g., feeding pets, leaving work area in good order).
2.2 Show confidence in class discussions.	2.2.1 Respond in class discussion with little direction. 2.2.2 Offer and listen to opinions in a respectful but confident manner. 2.2.3 Participate in making class decisions.
2.3 Show independence in individual activities.	2.3.1 Share simple projects from home with class (e.g., drawings, rock collection). 2.3.2 Complete and return homework assignments. 2.3.3 Read books independently and/or record original stories.

SOCIAL STUDIES

Grade Level: 1 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 3: The learner will cooperate with others (sociology and anthropology).

Objectives	Measures
3.1 Work well in large and small groups.	3.1.1 Cooperate and complete a group task in activity centers.
	3.1.2 Participate willingly in large group physical education activities.
	3.1.3 Cooperate in following the will of the majority.
3.2 Accept and cooperate with the decisions of the majority.	3.2.1 Work to carry out the will of the majority after a group decision has been made.
	3.2.2 Cooperate even after expressing an opinion or making a suggestion which is contrary to group decision.
	3.2.3 Congratulate winners of art contests or class elections.
3.3 Show concern for others.	3.3.1 Discuss and offer suggestions of things to do when class members are sick or otherwise need help or understanding.
	3.3.2 Show concern for children with physical problems.
	3.3.3 Volunteer to assist classmate who is experiencing difficulty in completing a task.
	3.3.4 Offer assistance to guests who visit the school (e.g., hanging coats, taking trays in cafeteria).

SOCIAL STUDIES

Grade Level: 1 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 4: The learner will become an effective problem-solver in social situations.

Objectives	Measures
4.1 Recognize an existing problem.	4.1.1 Discuss and define the most important elements of a problem.
	4.1.2 Bring potential problems to the attention of the teacher or group.
	4.1.3 Identify a problem after listening to a story.
	4.1.4 Identify situations which could develop into problems.
4.2 Discuss problems in an atmosphere of respect and openness.	4.2.1 Listen to the opinions of others.
	4.2.2 Respect concerns of other children.
	4.2.3 Accept the suggestions of others for solving problems.
4.3 Identify resources for solving problems.	4.3.1 Identify names of resource persons in the school who assist with problems.
	4.3.2 Make a booklet on "People Who Help Us."
	4.3.3 Match picture of problem situation with resource person in a position to offer assistance.

Grade Level: 1 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 5: The learner will understand the concept of citizenship within the classroom and school (political science and sociology).

Objectives	Measures
5.1 Demonstrate support for school and classroom activities.	5.1.1 Participate in school projects.
	5.1.2 Participate in class plays and productions.
	5.1.3 Contribute to class/school art exhibits.
5.2 Participate and support democratic decisions.	5.2.1 Vote for classroom activities.
	5.2.2 Follow through with decisions of the majority.
	5.2.3 Participate in class elections for a daily "VIP" or "Good Citizen."
5.3 Demonstrate personal citizenship qualities in everyday school activities.	5.3.1 Treat others with respect.
	5.3.2 Assume responsibility for cleaning and keeping a neat classroom.
	5.3.3 Make a booklet depicting actions of a good citizen.
5.4 Know the importance of education to American citizenship.	5.4.1 Relate the concept to the need for educated citizens, after a class discussion of self-government.

SOCIAL STUDIES

Grade Level: 1 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 6: The learner will understand the concept of authority in the home and school (political science, sociology, and anthropology).

Objectives	Measures	
6.1 Explain why authority has been given to certain individuals.	6.1.1	Describe the authority given to specific individuals (e.g., teacher, aide, school bus driver, police officer, parent, grandparent).
	6.1.2	State why there is a need for persons in positions of authority (e.g., the well-being/orderliness/protection of the school, classroom, community, home).
	6.1.3	Identify an authority figure in a given situation.
	6.1.4	Match pictures of authority figures with pictures depicting their responsibilities (e.g., a loaded bus/driver, classroom/teacher, home/parents).
6.2 Explain the need for authority.	6.2.1	Explain why school crossing guards or other similar authority figures are needed.
	6.2.2	Discuss the need for an appropriate authority figure in an unruly classroom or similar chaotic situation.
	6.2.3	Make a hypothesis of what school and/or home would be like with no authority figure.
	6.2.4	Draw a picture and explain a situation lacking proper authority.

SOCIAL STUDIES

Grade Level: 1 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 7: The learner will understand the concept of responsibility (political science, sociology, and anthropology).

Objectives		Measures	
7.1	Identify responsible actions.	7.1.1	Identify responsible courses of action from a given set of pictures.
		7.1.2	Identify responsible courses of action in a given situation (e.g., playing on the playground, waiting for the school bus).
		7.1.3	Identify responsible and irresponsible actions in stories (e.g., Little Red Riding Hood, and Three Little Pigs).
7.2	Predict and compare the consequences of responsible and irresponsible actions.	7.2.1	Cite at least two logical consequences of irresponsible actions (e.g., running in the lunch room, hall, or being disruptive on the bus).
		7.2.2	Predict consequences of irresponsible action for children, parents/teachers, and other persons, when given a description of children acting irresponsibly.
		7.2.3	Illustrate consequences of responsible and irresponsible actions with drawings or paintings.
7.3	Choose responsible courses of action.	7.3.1	Suggest a responsible course of action to correct a problem situation.
		7.3.2	Follow and encourage others to follow responsible courses of action (e.g., on the playground, on the school bus, in the cafeteria, at school crossings).
		7.3.3	Explain reasons for following a responsible course of action in a given situation.

Grade Level: 1 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 8: The learner will understand the role of rules and laws in a democratic environment in home and school (political science, sociology, and anthropology).

Objectives	Measures
8.1 Identify and apply classroom rules to specific situations.	8.1.1 Understand and explain classroom rules. 8.1.2 Cite the classroom rule which applies to a specific behavior. 8.1.3 State appropriate rules in a staged situation.
8.2 Identify rules appropriate to school.	8.2.1 Distinguish between school rules and game rules. 8.2.2 Separate school rules from family and community rules. 8.2.3 Discuss the merits of selected school rules. 8.2.4 Contribute to a display depicting school rules.
8.3 Identify rules of family living.	8.3.1 State the need for family rules, after a discussion of possible family rules. 8.3.2 Draw a picture or dictate a story describing rules in one's own family. 8.3.3 Listen to a story and identify family rules.
8.4 Identify similarities and differences between the rules of another culture.	8.4.1 Identify similarities and differences in the rules of behavior and table manners, from pictures of a family in another culture. 8.4.2 Identify similarities and differences in family rules of those living in the country and city.

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 8: The learner will understand the role of rules and laws in a democratic environment in home and school (political science, sociology, and anthropology).

Objectives	Measures
8.5 Understand the need for rules in familiar games and sports.	8.5.1 State the rules of a familiar game (e.g., kickball, fox and geese).
	8.5.2 Observe a game being played and suggest logical rules for it.
	8.5.3 Explain consequences when game rules are not followed.
8.6 Understand why bus safety rules are needed.	8.6.1 Role play appropriate and inappropriate behavior on a school bus.
	8.6.2 Make booklet of pictures or drawings depicting bus rules (safety).
	8.6.3 Pantomime emergency plans for exiting a bus.

Grade Level: 1 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 9: The learner will understand the concept of the family (sociology and anthropology).

Objectives		Measures	
9.1	Identify similarities and differences of families.	9.1.1	State ways that families may differ (e.g., physical appearance, number of members, roles, needs).
		9.1.2	Compare pictures of families and point out similarities and differences.
		9.1.3	Compare family booklets made by class members as to similarities and differences.
9.2	Identify various family roles.	9.2.1	Recognize and list roles of self (e.g., child, grandchild, sister, brother, cousin).
		9.2.2	Identify parent(s) as both parents and children.
		9.2.3	Paint a family portrait and label with relationship of each member to self.
9.3	Identify the social groups of which one is a member.	9.3.1	Explain how one belongs to more than one group.
		9.3.2	Pantomime the various groups to which one belongs (e.g., school, family, religious).
		9.3.3	Identify from descriptions of various social groups the ones to which s/he belongs.
9.4	Identify the social roles of a child living in another culture.	9.4.1	Compare one's social roles to that of a child living in another culture.
		9.4.2	Identify the social roles (e.g., student, child, grandchild) from stories and pictures.
		9.4.3	Pantomime the role of a child in another culture.

Grade Level: 1

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 9: The learner will understand the concept of family (sociology and anthropology).

Objectives	Measures
9.5 Compare and contrast one's own life with that of a child living in another culture.	9.5.1 Identify houses from another culture, e.g., a teepee, igloo, tent, and compare living in such a structure with living in such a structure with living in the child's house.
	9.5.2 Compare and contrast clothing with that of children in pictures, noting appropriate similarities, when shown selected pictures of children in other cultures.
	9.5.3 Cook food from another culture and compare it with food with which the child is familiar.
	9.5.4 Compare "how this child is like me", when reading a story about a child living in another culture.
	9.5.5 Dictate a story, "How ____________________ is like me", when shown a film or filmstrip about a child living in another culture.

SOCIAL STUDIES

Grade Level: 1 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 10: The learner will understand personal and social change (history).

Objectives	Measures
10.1 Describe changes in self and family.	10.1.1 Tell class of changes in her/his ability to do new things in the past year.
	10.1.2 Dictate or write a story describing family changes (e.g., birth, death, move).
	10.1.3 Compare baby pictures with recent pictures and explain changes.
10.2 Identify things that change and how they change.	10.2.1 Identify changes in families from pictures taken at different times.
	10.2.2 Dictate or write a story about changes in animals as they grow (e.g., pets, farm animals, wild animals).
	10.2.3 Match pictures of adult animals to baby animals of same species, noting changes in size or appearance.
	10.2.4 Illustrate the life cycles of certain animals (e.g., frogs, butterflies).
10.3 Record changes occurring during the school year.	10.3.1 Keep booklet of class events during the year and share with group from time to time.
	10.3.2 Relate special events of the year recorded on a wall calendar.
	10.3.3 Compare samples of writing and art work from the first of the year with those at the end of the year.
	10.3.4 Draw pictures of the school as it looks with the changes in the seasons.
	10.3.5 Evaluate the growth in one's reading proficiency during the year by comparing recordings made in the very early stages and at the end of the year.

SOCIAL STUDIES

Grade Level: 1 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 11: The learner will have a sense of time and chronology (history).

Objectives	Measures
11.1 Identify common things of long ago and today.	11.1.1 Classify objects from pictures (e.g., cars, machines) as things of today and long ago.
	11.1.2 Bring in or describe old items which are in the home.
	11.1.3 Classify items (e.g., clothing, tools) into past and present.
	11.1.4 Match items used long ago with their modern counterpart.
11.2 Learn sayings, songs, and stories of earlier times.	11.2.1 Recite nursery rhymes.
	11.2.2 Identify and sing songs from another era.
	11.2.3 Relate a legend or a tall tale from another generation.
	11.2.4 Share timely sayings from an older generation.
11.3 Acquire knowledge of the early lives of adult family members.	11.3.1 Relate stories of early life of mother, father, grandmother, etc.
	11.3.2 Relate major changes experienced by adults (e.g., television, fast foods, plastics).
	11.3.3 Compare a typical school day now with that of parents and/or grandparents.
	11.3.4 Identify changes in the family from photographs of several generations.

SOCIAL STUDIES

Grade Level: 1

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 12: The learner will know famous people from history and commonly accepted symbols of the American heritage (history).

Objectives	Measures
12.1 Know that Columbus was an important early explorer.	12.1.1 Role play the discovery of America.
	12.1.2 Trace the path from Portugal to the East Indies on a map or globe and explain how Columbus accidentally discovered America.
	12.1.3 Paint a mural depicting the voyage of Columbus.
	12.1.4 Explain why Columbus Day is observed.
12.2 Know that George Washington was the first President of the United States.	12.2.1 Identify George Washington from a series of pictures (e.g., astronaut, cowboy, business leader, George Washington).
	12.2.2 Identify George Washington as first President of the United States from the names of several presidents.
	12.2.3 Explain why George Washington is honored in many ways (e.g., monuments, picture on money, name of United States Capitol).
12.3 Understand why Abraham Lincoln was a great American.	12.3.1 Name two things for which Lincoln is remembered.
	12.3.2 Explain why Lincoln is honored in many ways (e.g., picture on money, monuments).
12.4 Know the President of the United States.	12.4.1 Identify the President of the United States on television, in newspapers, and in group pictures.
	12.4.2 Identify the White House as the home of the President.
	12.4.3 Share current information on the President (e.g., clippings from magazines and newspapers, information from radio and television).

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 12: The learner will know famous people from history and commonly acccepted symbols of the American heritage (history).

Objectives	Measures
12.5 Identify the National Anthem and the American Flag.	12.5.1 Identify the American Flag from pictures of several national flags.
	12.5.2 Listen to a selection of songs and identify the National Anthem.
	12.5.3 Identify the American Flag as a symbol of our country.
12.6 Identify symbols that represent our country.	12.6.1 Identify the Statue of Liberty as one of our country's major symbols of freedom.
	12.6.2 Identify the American Bald Eagle as a symbol of our country's strength and freedom.
	12.6.3 Identify the Liberty Bell as a symbol of our country's freedom.

SOCIAL STUDIES

Grade Level: 1 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 13: The learner will know of common holidays and holiday customs (history).

Objectives	Measures
13.1 Interpret the symbols of special days as they are celebrated.	13.1.1 Draw pictures depicting symbols associated with Thanksgiving Day, Lincoln's birthday, Washington's birthday, or Independence Day.
	13.1.2 Associate the symbols with the appropriate holiday (e.g., turkey, Pilgrim, cherry tree, log cabin, firecracker).
	13.1.3 Match holiday names with symbols.
13.2 Identify commonly observed holidays and customs associated with their holidays.	13.2.1 Identify various holiday customs (e.g., trick-or-treating, carving jack-o-lantern, trimming Christmas tree, hiding eggs).
	13.2.2 Match pictures depicting holiday customs with holiday names.
	13.2.3 Make a collage of customs associated with a given holiday.
	13.2.4 Identify holidays on a calendar.

Grade Level: 1

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 14: The learner will understand the importance of the environment (geography, sociology, and anthropology).

Objectives	Measures
14.1 Understand seasonal changes.	14.1.1 Contribute items to a class "seasons book" (e.g., seasonal pictures, dictated stories, art work).
	14.1.2 Predict seasonal changes for recording and reviewing as changes occur.
	14.1.3 Match photographs, pictures from magazines, or original artwork with seasons depicted.
14.2 Recognize how environmental change affects the lives of people.	14.2.1 View pictures of different environments, and discuss changes one would have to make to live there.
	14.2.2 Keep a yearly record of changes in clothing as environment changes.
	14.2.3 Match pictures of appropriate clothing for each season.
14.3 Participate in school or neighborhood environmental activities.	14.3.1 Collect litter around the school.
	14.3.2 Help care for the flowers or plants at school.
	14.3.3 Encourage others to keep the school building and playground neat and clean.
	14.3.4 Assume responsibility for keeping one's particular work area clean.

SOCIAL STUDIES

Grade Level: 1 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 15: The learner will understand the use of maps and globes (geography).

Objectives	Measures
15.1 Distinguish between maps and globes.	15.1.1 Describe a globe as round and a map as flat.
	15.1.2 Describe a globe as a model of the earth and a world map as a flattened model of the earth.
	15.1.3 State that a globe is a model of the whole (entire) earth, while a map may represent a much smaller area (e.g., a room, a city).
	15.1.4 Identify a map as useful in taking trips and vacations.
15.2 Locate places on primary maps.	15.2.1 Draw a picture map of one's own room, home, and classroom.
	15.2.2 On a classroom map, locate her/his table or desk, the teacher's desk, etc.
	15.2.3 Trace on a school map a route to the media center, cafeteria, and other locations.
15.3 Distinguish between land and water areas.	15.3.1 Recognize that water areas are blue on a primary map or globe.
	15.3.2 Locate land and water areas on a primary map or globe.
	15.3.3 Place miniature boats on the water and houses on the land of a table top map.
	15.3.4 Match cut-out continent shapes with continents on maps or globes.

Grade Level: 1 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 16: The learner will understand how families derive income (economics).

Objectives	Measures
16.1 Discuss work of family members and the relationship of work to income.	16.1.1 Dictate a story about a family member's work.
	16.1.2 Discuss with class members how people work to earn income and how family members use their income.
	16.1.3 Paint or draw a picture of a family member at work.
16.2 Develop knowledge of occupations in the school.	16.2.1 Interview school workers about their jobs.
	16.2.2 Dictate information about a school worker's job.
	16.2.3 Draw a picture of selected school personnel at work.
	16.2.4 Role play various school occupations.
16.3 Develop knowledge of occupations in the community.	16.3.1 Identify the occupations of people from a collection of pictures.
	16.3.2 Make a collage depicting occupations in the community.
	16.3.3 Role play various community occupations.
	16.3.4 Match a community occupation with a symbol that represents work (e.g., mail carrier with mailbag).

SOCIAL STUDIES

Grade Level: 1

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 17: The learner will understand the ways families use money (economics).

Objectives	Measures
17.1 Identify basic monetary needs of families represented in the class.	17.1.1 Name some things that the family must spend money for each month.
	17.1.2 Classify pictures of things the family buys into wants and needs.
	17.1.3 Identify articles needed by family through purchases at play store.
	17.1.4 Demonstrate a general knowledge of cost through payment at the play store.
17.2 Develop understanding of the need to save money.	17.2.1 Discuss reasons for saving money.
	17.2.2 Find pictures of things for which adults might save money.
	17.2.3 Write a story about what one might purchase with savings.
	17.2.4 Save money for something special and share the experience with classmates.

Grade Level: 1 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 18: The learner will know that all families produce and consume goods and services (economics).

Objectives	Measures
18.1 Distinguish between goods and services.	18.1.1 Define producers of goods and producers of services.
	18.1.2 Categorize pictures of producers of goods and producers of services.
	18.1.3 Create a collage of pictures cut from magazines of persons producing goods, and/or one of persons producing services.
18.2 Identify family members who are: **a. producers** **b. consumers and consumers** **c. both producers and consumers**	18.2.1 Identify producers, consumers, and those who are both producers and consumers from film/filmstrips/pictures of a family.
	18.2.2 Identify which of the following is likely to be only a consumer: a. mother b. father c. older brother [✓ d.] new baby
	18.2.3 After role playing a family situation, identify things that were produced and consumed.
18.3 Realize that families earn their money by producing goods and services.	18.3.1 List jobs performed by parents and categorize into producers of goods and/or services.
	18.3.2 Draw pictures of parents at work.
	18.3.3 Identify occupations of parents, and draw pictures of benefits families derive from the work.
	18.3.4 Role play parents at work, being paid, and spending earnings.
	18.3.5 Pantomime a game "Guess My Work."

SOCIAL STUDIES

Grade Level: 1 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 19: The learner will understand division of labor (economics).

Objectives	Measures
19.1 Identify and describe jobs performed by school workers.	19.1.1 **Interview school workers about their work and describe the work of each.**
	19.1.2 **Draw a picture of designated school worker performing various aspects of the job (e.g., cafeteria worker, secretary, teacher, aide, principal).**
	19.1.3 **Match appropriate pictures of school personnel with jobs performed.**
19.2 Identify relationships between jobs performed by school workers and the well-being of the school community.	19.2.1 **Choose an appropriate ending for the following sentence: If the cafeteria workers didn't come to work one day,** a. **nothing would change.** b. **the school would be dirty.** c. **we would have no food.** d. **the principal would be happy.**
	19.2.2 **Draw pictures or construct a collage showing how one depends on school workers.**
	19.2.3 **Dictate story telling how one's class depends on school workers.**
19.3 Participate in classroom and home situations requiring the division of labor.	19.3.1 **Role play the different activities of family members in accomplishing a task.**
	19.3.2 **Carry out different tasks in a classroom activity which require division of labor (e.g., cooking, crafts).**
	19.3.3 **Plan a task and assign different jobs to others.**
	19.3.4 **Identify examples of division of labor in the school (e.g., cafeteria workers, teachers, aides).**

SOCIAL STUDIES

Grade Level: 1 Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 1: The learner will identify and define problems, and suggest ways of solving them.

Objectives	Measures
1.1 Define vocabulary and conditions that are essential to understanding a problem.	1.1.1 Correctly name the various parties (either groups or individuals) involved, when confronted with a problem such as a dispute over ownership of a toy.
	1.1.2 Identify terms related specifically to a problem (e.g., when discussing a problem associated with pets, the student will know and use terms such as the names of animal species or pets).
	1.1.3 Identify emotions such as fear, sorrow, and anger associated with any problem.
1.2 Suggest tentative solutions for a problem.	1.2.1 Make statements about the relationships between the adult reactions and the problem behavior, when given a series of adult reactions to problem behaviors of children.
	1.2.2 Make a general statement about the relationship between the problem and the person's reaction, when shown photographs depicting adult reactions to problem behaviors of children.
1.3 Determine possible consequences of various courses of action.	1.3.1 Ask questions that will help determine why the person is grouchy, when confronted with a specific problem, such as grouchy behavior by others (e.g., parents, siblings, classmates).
	1.3.2 Formulate questions to use in finding out if the statement is true, when given a general statement such as, "First graders like ice cream more than hot dogs and peas."
	1.3.3 Enumerate possible courses of action for solving specific problems. After completing the list, predict what good and bad consequences may result from each proposed alternative.

SOCIAL STUDIES

Grade Level: 1 Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 2: The learner will locate and gather information.

Objectives	Measures
2.1 Choose appropriate reference books and sources.	2.1.1 Seek the meaning of unfamiliar vocabulary words in appropriate dictionaries or glossaries.
	2.1.2 Use globes and maps to locate major land masses and water bodies.
	2.1.3 Use an appropriate encyclopedia, when given the responsibility of finding biographical data on George Washington or specific information on their country or state.
	2.1.4 Use appropriate magazines and newspapers, when given the responsibility of getting information on a current event or pictures of famous people.
2.2 Locate information by observation.	2.2.1 Discreetly observe classmates and determine if they appear happy or sad.
	2.2.2 Look at pictures of group activities and answer questions such as: "Are the people happy or sad?" "What is about to happen?" "What just happened?"

Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 2: The learner will locate and gather information.

Objectives		Measures
2.3 Collect information through interviews and field trips.	2.3.1	Prepare several appropriate questions in advance, when given the responsibility of interviewing another student, a school staff member, or a family member.
	2.3.2	Tape record or dictate what happened during the interview.
	2.3.3	Use a questionnaire developed by the class to survey others.
	2.3.4	Follow rules established for field trips.
	2.3.5	Answer a series of questions during and after the field trip about what is being observed or has been observed.
	2.3.6	Discuss the experience with the teacher and other students for the purpose of detailing what was seen and heard.
	2.3.7	Draw pictures showing what was observed.
2.4 Gather information by reading, listening, and viewing pictures and films.	2.4.1	Report orally on what was read.
	2.4.2	Respond to questions about the main idea and supporting details, after reading a selection or viewing a filmstrip.
	2.4.3	Respond verbally to directions and explanations in order to verify that s/he understands. Ask questions until getting a predetermined number of "yes" answers.

SOCIAL STUDIES

Grade Level: 1 Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 3: The learner will evaluate information.

Objectives	Measures
3.1 Distinguish between fact and fiction.	3.1.1 Indicate if the story is true, when listening to a story such as The Cat in the Hat.
	3.1.2 Indicate if the account really happened, when hearing an account of a personal experience of a classmate or an adult.
	3.1.3 Make judgments about which parts are make believe, when given a fictitious account of events in young children's lives.
3.2 Distinguish between relevant and irrelevant information.	3.2.1 Determine what information is needed to recognize the exterior of the building, given descriptions of a school building or dwelling.
	3.2.2 Sort a collection of pictures, including various types of families (animal, other cultures, small, large) and other topics, into "family" and "nonfamily" categories.

SOCIAL STUDIES

Grade Level: 1 Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 4: The learner will organize and analyze information and draw conclusions.

Objectives	Measures
4.1 Organize information.	4.1.1 Point out similarities and differences with reference to number or identity of members, when given pictures of various types of families (animals, other cultures, large, and small).
	4.1.2 Discuss similarities and differences between the American flag and other national flags, when given pictures of several national flags.
	4.1.3 Classify pictures of workers, into two groups; workers who produce goods, and those who provide services.
	4.1.4 Decide which tools are used by students and which are used by teachers, when given a simple list or picture of various tools and equipment used in the school.
	4.1.5 Place the events in order, after listening to a story or reading a story describing a series of events.
	4.1.6 Place the reasons in order of importance, when given several reasons for desired behavior on a field trip.

Grade Level: 1

Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 4: The learner will organize and analyze information and draw conclusions.

Objectives		Measures
4.2 Analyze information.	4.2.1	Make a picture graph showing the number of dogs, cats, birds, gerbils, frogs, and fish belonging to members of the class and explain the approximate number in each grouping, where given symbols representing various pets.
	4.2.2	Construct a simple bar graph depicting the results of a survey regarding classmates' "favorite" (e.g., food, television program, pet, amusement ride).
	4.2.3	Interpret simple picture graphs or bar graphs by indicating what the symbols and/or bars represent in kind and number.
4.3 Draw conclusions.	4.3.1	Make statements about how one might solve similar problems, when given the solutions to one problem.
	4.3.2	Explain what actions are needed to correct the problem, when shown a picture depicting the results of school vandalism or other irresponsible behavior.
	4.3.3	Provide an explanation for rules that are established for a given activity with references to why the rule was needed and what the rule requires.
	4.3.4	Decide which action is best, after listing a number of actions (behaviors) that will result in the resolution of conflict.

SOCIAL STUDIES

Grade Level: 1 Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 5: The learner will use maps and globes.

Objectives	Measures
5.1 Identify and make distinctions between maps, globes, pictures, and models.	5.1.1 Select the most appropriate definitions for maps and globes.
	5.1.2 Describe a globe as a round representation of the earth.
	5.1.3 Describe a map as a flat representation of a real place.
5.2 Orient maps and note directions.	5.2.1 Distinguish left/right, up/down, and top/bottom.
	5.2.2 State that north is toward the North Pole and south is toward the South Pole on any map projection.
	5.2.3 Locate other cardinal directions in relation to north, when given the location of north.
5.3 Locate places on maps and globes.	5.3.1 Pick out familiar features, when shown an aerial photograph and a map of the same area.
	5.3.2 Pick out the same features in a picture of a room and a map of the same area.
	5.3.3 Identify areas and features represented by the model, when shown a model of a farm, playground, home or other familiar location.
	5.3.4 Recognize land masses and water bodies, using an appropriate map or globe.
	5.3.5 Identify five know features (e.g., teacher, desk, aquarium, bookcase) on a map of the classroom.
	5.3.6 Construct a simple sketch map of a house, classroom, or school.

Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 5: The learner will use maps and globes.

Objectives	Measures
5.4 Interpret map symbols.	5.4.1 Locate the legend on a map.
	5.4.2 Recognize map symbols for roads, railroads, rivers, cities, and other features.

SOCIAL STUDIES

Grade Level: 1 Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 6: The learner will have a sense of time and chronology.

Objectives	Measures
6.1 Demonstrate an understanding of the time system and calendar.	6.1.1 Tell time by the clock.
	6.1.2 Name the days of the week.
	6.1.3 Name the months of the year.
	6.1.4 Locate dates of special events on the calendar.
	6.1.5 Associate months with seasons of the year.
6.2 Demonstrate an understanding of the chronological sequence of events.	6.2.1 Arrange a series of personal experiences in chronological order.
	6.2.2 Express the order of a sequence in terms of first, second, third, etc.

SOCIAL STUDIES

Grade Level: 1 Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 7: The learner will demonstrate growth in self-management.

Objectives	Measures
7.1 Decrease self-centered perspectives.	7.1.1 Explain that different people may see the same situation differently, when given an opportunity to view a problem from the points of view of several parties.
	7.1.2 Suggest what would be in the best interest of the parties involved, when given a problem affecting others.
7.2 Decrease stereotypic perceptions.	7.2.1 Respond by talking about individuals with whom s/he is familiar, rather than making judgmental statements about entire groups, to a request to talk about members of a group, (e.g., members of the baseball team, members of another classroom).
	7.2.2 Demonstrate courtesy and respect, when working in groups or teams with students of different ethnic backgrounds or capabilities.
7.3 Increase the ability to empathize.	7.3.1 Identify likely emotions of the people involved in a series of home and school situations.
	7.3.2 Express support for a child involved in an emotional situation (e.g., moving to a new school).
	7.3.3 Express support for adults who are sad or afraid in a given situation.
7.4 Increase the ability to accept and deal with diversity.	7.4.1 Attribute specific differences to heredity in pictures of individuals with different skin color, gender.
	7.4.2 Recognize the training and upbringing which results in manifestations of diversity such as dress, beliefs, and behavior.

Grade Level: 1

Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 7: The learner will demonstrate growth in self-management.

Objectives	Measures
7.5 Increase the ability to accept and deal with change.	7.5.1 Identify two positive ways to deal with a change that originated in the school (e.g., new teacher, change in rules).
	7.5.2 Recognize the results of change.
	7.5.3 Make judgments about the desirability of anticipated changes.
7.6 Manage conflict.	7.6.1 Listen to all points of view when involved in a conflict.
	7.6.2 Talk about how s/he feels when involved in a conflict.
	7.6.3 Accept the feelings of others.
	7.6.4 Talk about her/his actions and objectives when involved in a conflict.
	7.6.5 Propose ways of settling a given conflict.
	7.6.6 Role play the resolution of a conflict situation with classmates and discuss the importance of two-way communication and compromise when trying to resolve conflicts.
7.7 Resolve appropriate dilemmas.	7.7.1 Explore a number of alternatives, suggest a course of action, and defend that course of action with reasons, when confronted with a real or hypothetical situation and asked to make a judgment about the best course of action for the individuals or groups involved.
	7.7.2 Consider what is best for all parties involved, when judging the best course of action in a given situation.

SOCIAL STUDIES

Grade Level: 1 Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 8: The learner will participate in group activities.

Objectives	Measures
8.1 Participate in group planning and decision-making.	8.1.1 Contribute ideas, when called upon to solve a problem or make plans with others.
	8.1.2 Listen to the ideas of others, when discussing problems or making plans.
	8.1.3 Compromise for the good of the group.
8.2 Engage in group decision-making.	8.2.1 Vote or make her/his wishes known in some acceptable way.
	8.2.2 Generate alternative courses of action.
	8.2.3 Anticipate consequences of group decisions.
	8.2.4 Suggest ways to determine if a given decision is a good one.
8.3 Act upon group decisions.	8.3.1 Accept and carry out assigned tasks.
	8.3.2 Support group decisions after they have been made.
	8.3.3 Accept tasks and express support for the will of the majority when not in complete agreement.

Grade Two: Neighborhood and Local Community

The grade two social studies program continues to use and reinforce concepts and skills learned in kindergarten and grade one. The content of the program centers upon the organization and services of the student's neighborhood and immediate community. At this level students are formally introduced to the who, what, why, and how of their community. What resources does their community use? Where are these obtained? Who are the people who live in the student's neighborhood and community, and how did they come to be there? How do these people depend on one another? What services does the community offer them and their families? Why? By what means are these services provided to them? What are their responsibilities to the neighborhood and the community? Why should they assume these responsibilities? They are also introduced to differing neighborhoods and communities within their own county and state. Why are some communities agricultural and others industrial? Why are some communities trade and transportation centers while others are centers of government and education? What geographical and climatic factors have caused a particular pattern of development? How have natural and human resources and other factors affected the development of other neighborhoods and communities in the region and the State? Why, as the unit of society expands (from home and school to neighborhood and community), are there generally more services, laws, and rules provided?

Insights from the disciplines of economics, geography, government, history, and sociology are used to structure the social studies program for the second grade.

Grade 2 Outline (Knowledge)

THE LEARNER WILL:

1. Develop a positive self-concept (sociology and anthropology).

2. Become independent (sociology and anthropology).

3. Cooperate with others (sociology and anthropology).

4. Become an effective problem-solver in social situations.

5. Know how individuals, families, and communities are alike and different (geography, economics, sociology, and anthropology).

6. Know that individuals occupy multiple roles in families, neighborhoods and communities (sociology and anthropology).

7. Understand the concept of citizenship within the community and school (political science, sociology, and anthropology).

8. Understand the concept of authority (political science, sociology, and anthropology).

9. Understand the need for responsibility and the consequences of irresponsibility (political science, sociology, and anthropology).

10. Understand the role of rules and laws in a democratic society (political science, sociology, and anthropology).

11. Understand how the local community is governed (political science).

12. Know that people and their governments depend on each other (political science).

13. Understand the justice system (political science, anthropology, and sociology).

14. Have a sense of time and chronology (history).

15. Develop an understanding of change in the neighborhood and community (history).

16. Know commonly accepted symbols and observances of the American heritage (history).

17. Know famous people in the past and present (history).

18. Understand the importance of the environment (geography, sociology, and anthropology).

19. Know how to use maps and globes (geography).

20. Know that economic resources exist in every community (economics).

21. Know that different communities use their economic resources in different ways (economics).

22. Understand the relationship between unlimited wants and limited resources (economics).

23. Understand the concept of division of labor (economics).

24. Know that money is a means of economic exchange (economics).

Grade 2 Outline (Skills)

THE LEARNER WILL:

1. Identify and define problems and suggest ways of solving them.
2. Locate and gather information.
3. Evaluate information.
4. Organize and analyze information and draw conclusions.
5. Use maps and globes.
6. Have a sense of time and chronology.
7. Demonstrate growth in self-management.
8. Participate in group activities.

SOCIAL STUDIES

Grade Level: 2 **Skills/Subject Area:** Social Studies/Knowledge

COMPETENCY GOAL 1: The learner will develop a positive self-concept (sociology and anthropology).

Objectives	Measures
1.1 Assess strengths and weaknesses in a positive way.	1.1.1 Make lists of "I can do" and "I will be able to do when I am older" activities.
	1.1.2 Identify and analyze the areas of difficulty that make a task impossible.
	1.1.3 Accept success by being able to receive compliments and make positive remarks about others.
	1.1.4 Show pride in one's best effort, although it is not the best in the class.
1.2 Participate in classroom activities in a positive way.	1.2.1 Assume appropriate leadership in classroom activities.
	1.2.2 Assist other children in performing classroom tasks.
	1.2.3 Follow established rules (e.g., taking turns, sharing).
	1.2.4 Evaluate own art work, giving realistic strengths and weaknesses.
1.3 Form and maintain positive relationships within the school and neighborhood.	1.3.1 Demonstrate appropriate behavior (e.g., on the school bus, in the cafeteria, in school related activities, in community activities).
	1.3.2 Exhibit positive social behavior (e.g., greeting visitors, using acceptable terms such as "thank you" and "excuse me").
	1.3.3 Gather ideas of "to have a friend is to be one" and understand the value/meaning of friendship.
	1.3.4 Make and keep friends.

SOCIAL STUDIES

Grade Level: 2 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 2: The learner will become independent.

Objectives	Measures
2.1 Complete assigned projects with minimum direction.	2.1.1 Complete and turn in assignments on schedule.
	2.1.2 Prepare for the day's work (e.g., pencil, paper, books ready).
	2.1.3 Take time to work carefully and neatly.
	2.1.4 Show responsibility for own homework assignments.
2.2 Participate in class activities with confidence.	2.2.1 Follow through on assignments (e.g., center work, projects, culminating activities).
	2.2.2 Contribute her/his own ideas and support other ideas in class discussions.
	2.2.3 Function in the class as a leader as well as a follower.
	2.2.4 Volunteer to participate in classroom activities.

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 2: The learner will become independent.

Objectives	Measures
2.3 Handle personal needs and relationships independently.	2.3.1 Return borrowed materials (e.g., library books, pencils). 2.3.2 Solve minor problems independently. 2.3.3 Make value judgments independently. 2.3.4 Assist in locating needed materials. 2.3.5 Take the responsibility for using and returning materials on time and in the proper condition. 2.3.6 Take responsibility for keeping own desk and centers tidy. 2.3.7 Demonstrate appropriate behavior on the school bus, in the cafeteria, or in the bathrooms. 2.3.8 Work out minor problems without involving an adult.

SOCIAL STUDIES

Grade Level: 2 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 3: The learner will cooperate with others.

Objectives	Measures
3.1 Work cooperatively in large and small groups.	3.1.1 Share materials in activities such as math, science, and art projects.
	3.1.2 Assume responsibility for an individual task within the larger group task.
	3.1.3 Identify and understand rules for working in a small group.
	3.1.4 Work cooperatively in reading groups and centers following specific rules.
	3.1.5 Assist peers within the group who are having difficulty.
3.2 Cooperate in situations that are not really to the liking of the child.	3.2.1 Engage in her/his second or third choice of activities when her/his first choice is unavailable.
	3.2.2 Identify reasons for doing tasks that are not enjoyable.
	3.2.3 Complete a task that is not a favorite activity.
	3.2.4 Cooperate in less favorite situations (e.g., when not the leader).
3.3 Evaluate cooperative efforts of self and others.	3.3.1 Volunteer evaluative comments about one's performance in a group task.
	3.3.2 Accept criticism of individual and group performance in a positive manner.
	3.3.3 Pantomime cooperative versus noncooperative behavior.
	3.3.4 Role play instances when cooperation was demonstrated in the classroom.
	3.3.5 Offer suggestions for improved cooperation on future projects.

Grade Level: 2 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 4: The learner will become an effective problem-solver in social situations.

Objectives		Measures	
4.1	Define problems and suggest solutions.	4.1.1	Identify existing and appropriate problem (e.g., school activities, trouble on playground, school bus, litter in the neighborhood).
		4.1.2	Identify possible solutions to the problem.
		4.1.3	Role play possible solutions to the problem.
4.2	Locate or gather information related to a problem.	4.2.1	Observe and record conditions and events associated with the problem.
		4.2.2	Interview persons affected by the problem and record their responses.
		4.2.3	Use appropriate media resources for information related to the problem.
		4.2.4	Summarize in group discussion.
4.3	Evaluate data and draw conclusions related to problems.	4.3.1	List alternative solutions to a problem.
		4.3.2	Evaluate alternative solutions.
		4.3.3	Choose the most appropriate alternative.

Grade Level: 2 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 5: The learner will know how individuals, families, and communities are alike and different (geography, economics, sociology, and anthropology).

Objectives	Measures
5.1 Distinguish likenesses and differences between oneself and other members in the family.	5.1.1 Interview family members for a comparison chart. Ask questions emphasizing the Height, Weight, Hair Coloring, Eyes, Skin, Hobbies, Favorite Color, Favorite Food of each. Orally compare, contrast, and discuss family members relative to the interview.
	5.1.2 Complete a chart such as:

Family Pictures	Height	Weight	Eyes	Hair	Skin	Favorite Food	Favorite Color
Self							
Mother							
Father							
Brother							
Sister							

Grade Level: 2

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 5: The learner will know how individuals, families, and communities are alike and different (geography, economics, sociology, and anthropology).

Objectives	Measures
5.2 Describe likenesses and differences among families.	5.2.1 Compare and contrast her/his family with another in terms of: a. physical attributes b. behavior c. human needs
	5.2.2 Given an appropriate description of a family, complete a data retrieval chart such as the following:

	My Family	Family
Size		
Appearance		
Home		
Food		
Games		
Work		

(This chart may be completed by using pictures, dictating responses to an aide, or writing. After completing the chart, the learner will synthesize the information into general statements of likenesses and differences.)

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 5: The learner will know how individuals, families, and communities are alike and different (geography, economics, sociology, and anthropology).

Objectives	Measures

5.3 Distinguish likenesses and differences between self and a child living in another culture.

5.3.1 Hear a story or view a filmstrip about a child living in another culture and describe similarities and differences between that child and her/himself.

5.3.2 Interview persons who have lived in another culture, and complete a chart such as the following:

Ways We Are Alike	Ways We Are Different

5.3.3 Correspond with pen pals and draw a picture or series of pictures comparing/contrasting that child with oneself.

5.3.4 Make an "All About Me" book. Include information on self and family (e.g., drawings, photographs, stories, charts, family tree).

5.3.5 Hear a story or view a flimstrip about a child living in another culture and brainstorm similarities and differences between that child and her/himself.

Ways We Are Alike	Ways We Are Different

Grade Level: 2

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 5: The learner will know how individuals, families, and communities are alike and different (geography, economics, sociology, and anthropology).

Objectives	Measures
	5.3.6 Receive information about a child living in another culture and draw a picture or series of pictures comparing/contrasting that child with oneself.

Grade Level: 2 **Skills/Subject Area:** Social Studies/Knowledge

COMPETENCY GOAL 6: The learner will know that individuals occupy multiple roles in families, neighborhoods, and communities (sociology and anthropology).

Objectives	Measures
6.1 Identify multiple roles occupied by familiar adults.	6.1.1 Draw a picture or make a collage illustrating the multiple roles occupied by adult family members and children.
	6.1.2 Write (or dictate) a story showing the multiple roles of an adult family member.
	6.1.3 Write and illustrate a story about one's role in the family.
6.2 Identify the multiple roles occupied by many adults.	6.2.1 Listen to, read, or view an appropriate description of an adult and identify the roles occupied by that person.
	6.2.2 Listen to, read, or view an appropriate description of an adult, and compare and contrast roles occupied by her/him with roles occupied by a familiar adult (e.g., parent, relative, teacher).
6.3 Identify multiple roles occupied by a child living in another culture.	6.3.1 Gain information from a story, film, or filmstrip about a child living in another culture, and list the multiple roles the child occupies.
	6.3.2 Listen to, read, or view an appropriate description of a child living in another culture, and dictate a story or make a series of drawings showing the various roles occupied by that child.
	6.3.3 Identify the multiple roles occupied by a child living in another culture when given an appropriate description of that child.

SOCIAL STUDIES

Grade Level: 2 **Skills/Subject Area:** Social Studies/Knowledge

COMPETENCY GOAL 7: The learner will understand the concept of citizenship within the community and school (political science, sociology, and anthropology).

Objectives		Measures
7.1. Engage in group decision-making.	7.1.1	Use democratic processes to make appropriate class decisions.
	7.1.2	Support a group decision once it has been made.
	7.1.3	Evaluate past decisions in arriving at better ones.
7.2. Demonstrate personal qualities of citizenship.	7.2.1	Defend school and classroom rules.
	7.2.2	Justify reasons for respecting and protecting personal and public property.
	7.2.3	Initiate projects to contribute to the general welfare of the school.
	7.2.4	State individual responsibilities of a good citizen in the classroom.
	7.2.5	Design and use a checklist for self-evaluation on a periodic basis.
	7.2.6	Complete the sentence, "I was a good citizen when I . . . ."
7.3. Identify and exemplify good citizenship in the community.	7.3.1	Identify good citizenship practices from a list.
	7.3.2	Make posters to encourage good citizenship.
	7.3.3	Participate in community civic activities (e.g., clean up campaigns, beautification).
	7.3.4	Participate in planning and presenting a class "Good Citizen Award" to a person in the community.

SOCIAL STUDIES

Grade Level: 2 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 8: The learner will understand the concept of authority (political science, sociology, and anthropology).

Objectives	Measures
8.1 Describe the authority given to local elected officials.	8.1.1 List/describe the job(s) done by the mayor/commissioners as observed or outlined from a field trip or classroom visit.
	8.1.2 Pantomime the mayor/commissioners at work for the community.
	8.1.3 Identify from a series of carefully worded descriptions, those officials who are given authority to act in the positions of mayor/commissioners by the citizens of the community.
	8.1.4 State the importance of voting for a qualified person to serve in a responsible position and how one is affected by such group decisions.
8.2 Identify actions appropriate for elected/appointed officials.	8.2.1 Identify from pictures of individuals at work those of the mayor/police officer/fire-fighter.
	8.2.2 Match job titles with appropriate tasks, when given job titles (e.g., fire-fighter, police officer) and appropriate pictures.
	8.2.3 Respond with appropriate job titles to carefully worded "Who Am I" descriptions.
	8.2.4 Give examples of how citizens in a community depend on each other.

Grade Level: 2 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 9: The learner will understand the need for responsibility and the consequences of irresponsibility (policical science, sociology, and anthropology).

Objectives	Measures
9.1 Suggest responsible courses of action in given situations.	9.1.1 View pictures of irresponsible actions (e.g., littering, jaywalking, bullying) and draw a picture illustrating more responsible actions.
	9.1.2 Analyze a case study and suggest responsible actions to correct irresponsible actions.
	9.1.3 Identify from pantomime responsible action in given situations (e.g., a fire drill, littering).
9.2. Identify responsible adult participation in the community.	9.2.1 Choose pictures of adults demonstrating responsible participation in community activities.
	9.2.2 Respond accurately to questions such as: Which of these are examples of adults acting responsibly? a. voting b. littering c. stopping at stop signs d. speeding e. using precaution in burning trash
	9.2.3 Identify from role play, adults acting responsibly in the community (e.g., protecting environment, obeying traffic signs, observing cross walks).
9.3 Identify ways children can participate responsibly in the community.	9.3.1 Describe responsible actions in the community by dictating or writing stories, paragraphs, or sentences.
	9.3.2 Draw pictures showing children participating responsibly in the community.
	9.3.3 Identify from role play, children participating responsibly in the community.

SOCIAL STUDIES

Grade Level: 2 **Skills/Subject Area:** Social Studies/Knowledge

COMPETENCY GOAL 10: The learner will understand the role of rules and laws in a democratic society (political science, sociology, and anthropology).

Objectives	Measures
10.1 Suggest the consequences of not obeying rules and laws.	10.1.1 Respond appropriately to specific questions such as "What might happen if a driver exceeds the speed limit?" (e.g., harm to one's self, getting caught, harm to someone else).
	10.1.2 Identify logical consequences of people disobeying rules and laws as depicted in stories and pictures.
	10.1.3 Give reasons for following rules/laws (e.g., personal safety, fear of punishment, social good).
10.2 Suggest and justify practical rules for classroom and school behavior.	10.2.1 Suggest rules to solve an appropriate problem and rationalize the feasibility of application (e.g., running in the halls, on school buses).
	10.2.2 Justify the need for specific classroom/school rules.
	10.2.3 State that specific rules are needed for the safety of the class or school as a whole.
10.3 Judge the usefulness of laws in the community.	10.3.1 State the purpose and cite the usefulness of traffic lights, stop signs, and speed limit signs in the community.
	10.3.2 Give reasons for laws (e.g., leash and immunization laws for dogs, litter laws).
	10.3.3 Draw contrasting pictures of a community without litter laws and one with litter laws.
	10.3.4 Dictate or write a story judging the usefulness of litter laws.

SOCIAL STUDIES

Grade Level: 2 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 11: The learner will understand how the local community is governed (political science).

Objectives	Measures
11.1 Identify governmental bodies from examples of governmental and nongovernmental bodies.	11.1.1 Identify governmental and nongovernmental employees from pictures of persons at work.
	11.1.2 Identify governmental workers from carefully worded descriptions.
	11.1.3 Respond "governmental" or "not governmental" to a series of appropriate "Who Am I/What Am I?" questions.
11.2 Identify examples of tax money being used.	11.2.1 Create a list of ways tax money is used.
	11.2.2 Sort a collection of cards picturing employees into appropriate piles showing governmental and nongovernmental services being performed.
	11.2.3 Distinguish between tax supported and nontax supported activities from the following list: a. build roads b. haircut c. build parks and playgrounds d. pay for schools, hospitals, or zoos e. health clubs f. clothing stores

Grade Level: 2

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 11: The learner will understand how the local community is governed (political science).

Objectives	Measures
11.3 Describe the basic characteristics of local government bodies.	11.3.1 Distinguish between governmental and non-governmental groups, citing election or appointment, and tax support as criteria for governmental bodies.
	11.3.2 Describe such governmental bodies as police, fire, and sanitation departments as "working for all the people."
	11.3.3 Write stories on governmental bodies explaining duties (e.g., A policeman should . . .).
	11.3.4 Describe such governmental bodies as police, fire, sanitation department, and rescue squad in terms of elected or appointed, tax supported, and offering services for all the people.
11.4 Identify elected local officials.	11.4.1 State the name of the mayor and sheriff.
	11.4.2 Choose the correct response to complete the sentence, "The mayor of our town is . . . ." a. President's name b. Governor's name c. George Washington d. ________________
	11.4.3 Match community officials with descriptions of their duties.

Grade Level: 2

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 11: The learner will understand how the local community is governed (political science).

Objectives	Measures
11.5 Identify examples of the elective process in the community.	11.5.1 State that a polling place is where adults go to vote on election day.
	11.5.2 Distinguish political signs and commercials from other advertisements.
	11.5.3 Respond correctly to a question such as "On election day, what happens?" a. Nothing. b. Adults go to the polls and vote. c. Everyone takes a vacation.

SOCIAL STUDIES

Grade Level: 2 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 12: The learner will know that people and their governments depend on each other (political science).

Objectives	Measures
12.1 Describe how individuals and families depend on government services.	12.1.1 Create a list of government services from which everyone benefits.
	12.1.2 Draw pictures/make a collage showing how people depend on basic governmental services (e.g., roads, school buses, sewage systems).
	12.1.3 Identify from a pantomime, persons using government services.
	12.1.4 Draw pictures of persons who work for governmental agencies providing services (e.g., nurses, health inspectors).
	12.1.5 Describe the community if there were no government services.
12.2 State how local governments depend on the support of citizens.	12.2.1 Draw pictures/make collages showing "how" and "how not" to do such things as disposing of garbage or caring for animals.
	12.2.2 Explain how community watch signs and other appropriate symbols and activities help the government do its work.
	12.2.3 Role play a situation in which one person tries to convince another to help the town (city or community) by disposing of trash properly.
	12.2.4 Take a trip to the post office and brainstorm a list of ways people could help make the postal worker's job easier (e.g., use ZIP codes, restrain dogs).

SOCIAL STUDIES

Grade Level: 2 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 13: The learner will understand the justice system (political science, anthropology, and sociology).

Objectives	Measures
13.1 Know the difference between fair and unfair rules and laws.	13.1.1 Respond with "fair" or "unfair" to a list of hypothetical laws such as "Only persons with red hair can live here" or "All men must wear green pants."
	13.1.2 Change an example of an unfair (unjust) rule/law to make it fair.
	13.1.3 State reasons why a given law or rule is fair or unfair (e.g., "Women may not drive cars," "Women may not vote").
13.2 Evaluate fair and unfair procedures for dealing with problems.	13.2.1 Respond logically to a situation such as "John tore Janey's book, and Mrs. George spanked Rachel for doing it." Is this fair or unfair? Why?
	13.2.2 Identify procedures that are fair and unfair from pictures of persons dealing with problems.
	13.2.3 Discuss a story or filmstrip depicting a problem, and suggest ways of dealing with the problem fairly.
	13.2.4 Use finger puppets to suggest ways of dealing with the fairest solution to a problem raised in a fairytale or a classroom situation.

SOCIAL STUDIES

Grade Level: 2 **Skills/Subject Area:** Social Studies/Knowledge

COMPETENCY GOAL 14: The learner will have a sense of time and chronology (history).

Objectives	Measures
14.1 Demonstrate understanding of the time system and the calendar.	14.1.1 Tell time by the clock including minutes in an hour and hours in a day.
	14.1.2 Give the days of the week and months of the year in sequence.
	14.1.3 Relate seasons to months of the year.
	14.1.4 Use terms such as past, present, future, day, week, month, year, tomorrow, yesterday, now accurately.
	14.1.5 Tell how many days are in a year, how many days are in a week, and how many months are in a year.
14.2 Demonstrate understanding of the chronological sequence of events.	14.2.1 Construct a personal time line.
	14.2.1 Express order in terms of first, second, third, etc.
	14.2.3 Arrange in chronological order a series of personal experiences.

SOCIAL STUDIES

Grade Level: 2 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 15: **The learner will develop an understanding of change in the neighborhood and community (history).**

Objectives	Measures
15.1 Identify change in a given neighborhood or community.	15.1.1 Use appropriate neighborhood/community maps to identify changes in size, road routes, buildings, etc.
	15.1.2 Read descriptions of the same neighborhood/community at two different times and state what has changed.
	15.1.3 View pictures of the same neighborhood/community at two different times and note specific changes.
	15.1.4 Complete an appropriate unfinished story making a logical response when questioned about a neighborhood/community (e.g., "What do you think will happen here in the future?").
15.2 Predict logical future changes.	15.2.1 Speculate upon possible changes in the future of rivers, streams, woods, buildings, atmosphere, land, hospitals, schools, and population, and how these will affect needs and changes in communities.
	15.2.2 Draw pictures of life in the past, the present, and what life may be like in the future.
	15.2.3 View appropriate pictures and make a list of ways a community would change if the following occurred: a. a shopping center b. a new school c. a new road d. a new park

SOCIAL STUDIES

Grade Level: 2 **Skills/Subject Area:** Social Studies/Knowledge

COMPETENCY GOAL 16: The learner will know commonly accepted symbols and observances of the American heritage (history).

Objectives	Measures
16.1 Repeat the "Pledge of Allegiance to the Flag."	16.1.1 Use correct posture and pronunciation in repeating the "Pledge of Allegiance."
	16.1.2 Tell why the "Pledge of Allegiance" is repeated.
	16.1.3 Explain what the "Pledge of Allegiance" means in simple terms.
	16.1.4 Select "the one we salute" when shown the United States and North Carolina flags.
16.2 Identify the flag of North Carolina and the United States.	16.2.1 Identify the flag of North Carolina from pictures of flags of other states.
	16.2.2 Color the American flag and the North Carolina flag correctly.

Grade Level: 2

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 16: The learner will know commonly accepted symbols and observances of the American heritage (history).

Objectives	Measures
16.3 Interpret the symbols and/or importance of special days.	16.3.1 Explain why Labor Day, Veteran's Day, Thanksgiving Day, Memorial Day, and the Fourth of July are celebrated.
	16.3.2 Choose the response that correctly finishes the sentence, "We celebrate Labor Day . . . ." a. to take a day off work. b. to honor workers. c. because it is at the end of summer. d. because of the Father of our Country.
	16.3.3 Explain the importance of these birthdays: George Washington, Abraham Lincoln, and Martin Luther King.
	16.3.4 Write a simple story and illustrate a selected holiday.
	16.3.5 Select the American Bald Eagle as our national bird from a collection of bird pictures.
	16.3.6 Explain ways our government protects the American Bald Eagle.

SOCIAL STUDIES

Grade Level: 2 **Skills/Subject Area:** Social Studies/Knowledge

COMPETENCY GOAL 17: The learner will know famous people in the past and present (history).

Objectives	Measures
17.1 Know the name of the President.	17.1.1 Choose the correct response to the question "Who is the President of the United States?" a. Governor's name b. President's name c. Mayor's name d. George Washington
	17.1.2 Identify the President from a collection of pictures.
	17.1.3 Explain that the President is the elected leader of our country.
17.2 Know the name of the Governor.	17.2.1 Choose the correct response to the question. Who is the Governor of North Carolina? a. President's name b. Governor's name c. George Washington d. Mayor's name
	17.2.2 Identify from a collection of pictures a picture of the Governor of North Carolina.
	17.2.3 State that the Governor is the elected leader of North Carolina.
	17.2.4 State that the Governor lives in Raleigh while in office.

Grade Level: 2

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 17: The learner will know famous people in the past and present (history).

Objectives	Measures
17.3 Know the name of the local mayor (IF APPLICABLE).	17.3.1 State that the mayor of her/his town is an elected leader.
	17.3.2 Choose the response that correctly finishes the sentence, "The Mayor of our town is . . . ." a. President's name b. Mayor's name c. George Washington d. Governor's name

SOCIAL STUDIES

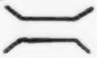
Grade Level: 2 **Skills/Subject Area:** Social Studies/Knowledge

COMPETENCY GOAL 18: The learner will understand the importance of the environment (geography, sociology, and anthropology).

Objectives	Measures
18.1 Distinguish between natural and man-made environments.	18.1.1 Choose the response that would correctly finish the sentence, "The natural environment is . . . ." a. buildings, roads, and signs b. people at work c. water, land, plants, and animals d. farms and factories
	18.1.2 Categorize correctly appropriate pictures of physical and cultural environments.
	18.1.3 Describe orally, draw pictures, or create a collage showing her/his own physical and cultural environments.
	18.1.4 Give examples of cultural environment: a. community helpers b. bowling alleys, swimming pools c. movie theater d. audio-visual arcades
18.2 Describe the physical environment of a child living in another culture and compare it with her/his own.	18.2.1 Read or listen to a description of a child living in another culture, and draw picture(s) or create a collage describing that child's cultural environment.
	18.2.2 Respond accurately to a multiple choice question describing the physical environment of a child in another culture.
	18.2.3 Brainstorm a list of similarities and differences between the physical/cultural environments of a child living in a different culture and her/his own.

Grade Level: 2 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 19: The learner will know how to use maps and globes (geography).

Objectives	Measures
19.1 Construct simple maps.	19.1.1 Use a teacher-made map of the community and follow teacher directions to locate places.
	19.1.2 Walk through the neighborhood around the school and construct a simple picture map of the area.
	19.1.3 Draw a simple map showing the route from home to a well-known place in the community or to a friend's home.
	19.1.4 Use a simple map of the classroom and an identical set of pictures for each item in the room, and place pictures on the map in appropriate places.
19.2 Identify and use common map symbols.	19.2.1 After viewing a map symbol, choose the correct response from the following:  a. an airport b. a road c. a bridge d. a building
	19.2.2 Use an appropriate map and follow teacher directions to locate roads, rivers, or bridges.
	19.2.3 Construct a simple map of the neighborhood around the school using appropriate symbols.
	19.2.4 Draw a simple map of the classroom or one's bedroom using appropriate symbols.

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 19: The learner will know how to use maps and globes (geography).

Objectives	Measures
19.3 Locate major political features on maps.	19.3.1 Locate her/his own city on a county map.
	19.3.2 Locate her/his own city and county on a state map.
	19.3.3 Locate North Carolina on a United States map.
	19.3.4 Locate the United States on a world map.
	19.3.5 Respond correctly to the question, Which is largest (using own locality as focal point)? a. my city b. my nation c. my state d. my county
	19.3.6 Sequence from smallest to largest (using own locality as focal point): a. neighborhood b. town c. community d. county e. state
19.4 Locate the Equator and hemispheres on the globe.	19.4.1 Locate the Equator on a globe.
	19.4.2 Locate each hemisphere on a globe.
	19.4.3 Respond to the question, Which is largest (using own state as focal point)? a. a hemisphere b. a state c. a country

Grade Level: 2 **Skills/Subject Area:** Social Studies/Knowledge

COMPETENCY GOAL 20: The learner will know that economic resources exist in every community (economics).

Objectives	Measures
20.1 Identify economic resources.	20.1.1 Simulate or demonstrate the production of a good (e.g., lemonade, peanut butter, paper airplanes), and list economic resources used in producing the good. (NOTE: The teacher may need to ask questions such as, "Could lemonade be produced without a knife or someone to mix the lemonade?")
	20.1.2 Respond by naming all essential resources when asked a question such as "What do we need to make brownies?" or "Mr. James is planning to plant a garden; what will he need?"
	20.1.3 Respond accurately to the question, "Which of these is an economic resource?" a. a doll b. a hammer c. a factory building d. a worker
20.2 Identify economic resources in the neighborhood/ community.	20.2.1 List economic resources observed on a walking tour of the neighborhood.
	20.2.2 Create a booklet, a collage, or contribute ideas and materials to a bulletin board display of "Economic Resources of Our Neighborhood."
	20.2.3 Identify economic resources from pictures of the neighborhood.

SOCIAL STUDIES

Grade Level: 2 **Skills/Subject Area:** Social Studies/Knowledge

COMPETENCY GOAL 21: The learner will know that different communities use their economic resources in different ways (economics).

Objectives	Measures
21.1 State how economic resources are used in the community.	21.1.1 List ways the community's economic resources are used as observed on a field trip.
	21.1.2 Name ways that economic resources have been used as seen in a collection of pictures/objects made in the local community.
	21.1.3 State ways that economic resources are used to provide jobs for people in the community.
	21.1.4 Draw a picture or make a collage depicting the use of a particular resource in the community (e.g., farmland, trees, water).
21.2 Describe the changing uses of a community's economic resources.	21.2.1 Compare the changes in a community from "then and now" or "long ago and today", and describe how the use of a resource has changed (e.g., farms use more machines than animals; the river that once was used for transportation now is used for recreation).
	21.2.2 Note pertinent changes in the use of economic resources as viewed in pictures of the community now and long ago.
	21.2.3 Make logical comments about the changing use of a resource after having seen a recycled building or an appropriate picture of one (e.g., a courthouse converted into a museum, a barn into a home).
	21.2.4 List some things that should not be changed in the community (e.g., not cutting all the trees, saving useful and valuable old buildings).

SOCIAL STUDIES

Grade Level: 2 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 22: The learner will understand the relationship between **unlimited wants and** limited resources (economics).

Objectives	Measures
22.1 Conclude that one must make choices about the use (allocation) of scarce resources.	22.1.1 Group resources into categories of wants and needs.
	22.1.2 State and choose what is a need in discussing ways of solving neighborhood problems (e.g., limited playground equipment, police officers, parking space, street lights).
	22.1.3 Explain why a budget should allocate funds for needs first and wants last.
	22.1.4 Discuss resources which might be scarce in all communities and in one's own community, using appropriate pictures.
22.2 Identify needs and ways in which people meet their needs.	22.2.1 Choose those pictures representing six basic needs from a collection.
	22.2.2 Make a list of ways people get the things they need.
	22.2.3 Pantomime ways people get the things they need.
22.3 Define and correctly use the term "economics."	22.3.1 Define the term "economics" in simple terms.
	22.3.2 Complete the sentence, "Another word for deciding how scarce resources are used is . . . ." a. politics b. economics c. scarcity d. decision-making
	22.3.3 Use economic terms in describing pictures of people making decisions about the use of limited resources.

Grade Level: 2 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 23: The learner will understand the concept of division of labor (economics).

Objectives	Measures
23.1 Identify jobs performed in community businesses/industries.	23.1.1 Explain the differences in jobs that provide goods and jobs that provide services.
	23.1.2 List the special jobs depicted on a film or filmstrip.
	23.1.3 Pantomime specialized jobs or division of labor (e.g., lunchroom workers, factory workers, police officers).
	23.1.4 Make appropriate generalizations after a classroom simulation of division of labor.
23.2 Describe specialized jobs.	23.2.1 Describe orally (in a "who am I?" format) the jobs seen while visiting a local business.
	23.2.2 Respond accurately to pantomimes of job descriptions for local businesses/industries.
	23.2.3 Create a collage of jobs in a local business/industry.
23.3 Analyze specialized jobs and division of labor.	23.3.1 State which specialized jobs are needed to produce a specific product.
	23.3.2 Explain why a specialized job is done as it is using the terms "efficiency", "productivity", or synonymous expressions.
	23.3.3 Explain reasons for division of labor from descriptions of steps in making the finished product.
	23.3.4 Give reasons why every person could not be a teacher, physician, or a merchant.

Grade Level: 2 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 24: The learner will know that money is a means of economic exchange (economics).

Objectives	Measures
24.1 Distinguish between money and barter.	24.1.1 State the difference between barter and the use of money, after viewing appropriate pictures.
	24.1.2 Pantomime examples of money exchanges and barter.
	24.1.3 State simple, logical reasons why money exchange is more efficient than barter.
24.2 Identify incidences of money being exchanged for goods or the performance of services.	24.2.1 Make a list of common incidences of money being exchanged for goods and/or services.
	24.2.2 Pantomime a variety of incidences of money being exchanged for goods and for services.
	24.2.3 Categorize a collection of appropriate pictures into "Money Being Used" and "Money Not Being Used."

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 24: The learner will know that money is a means of economic exchange (economics).

Objectives	Measures
24.3 Describe the function a bank performs in a community.	24.3.1 Choose the correct response(s) to complete the sentence, "A bank is . . . ." a. a place where you can keep your money safe b. a place where you can buy a car c. a place where you can cash checks d. a place where you can buy clothes
	24.3.2 Pantomime some of the jobs of people working in banks after visiting a bank or participating in classroom banking simulation.
	24.3.3 Dictate or write a simple story of what it would be like not to have banks, using a title such as "The Town That Had No Bank."

SOCIAL STUDIES

Grade Level: 2 Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 1: The learner will identify and define problems and suggest ways of solving them.

Objectives		Measures
1.1 Define vocabulary and conditions that are essential to understanding a problem.	1.1.1	Define the terms of the problem (e.g., Who is causing the problem? Where does it exist?) when given an existing problem (e.g., lunch room behavior, hall traffic, bus behavior).
	1.1.2	Correctly identify the names of groups and individuals associated with a particular problem.
	1.1.3	Know the meaning of special terms related to problems.
	1.1.4	Identify conditions and emotions associated with a problem.
1.2 Set up a tentative solution for the problem.	1.2.1	Give an educated guess to solutions for a problem concerning bus behavior.
	1.2.2	Give a tentative solution to the problem of littering on neighborhood streets (e.g., more waste containers, signs).
1.3 Suggest possible consequences of various courses of action.	1.3.1	Suggest courses of action and predict the consequences of each action to the problem of litter on the school grounds.
	1.3.2	Make a list of alternative courses of action, and make inferences regarding the positive and negative results of each course of action, when considering solutions to a problem.

SOCIAL STUDIES

Grade Level: 2 Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 2: The learner will locate and gather information.

Objectives	Measures
2.1 Choose appropriate reference books and sources.	**2.1.1 Look in primary dictionaries or glossaries, when given words or terms that surface during discussion.**
	2.1.2 Look through the appropriate newspaper (i.e., Weekly Reader) when given an assignment on current events.
	2.1.3 Consult a primary atlas, when given a need for geographical information.
2.2 Collect information through field trips and interviews.	**2.2.1 Follow procedures and rules of behavior.**
	2.2.2 Develop questions to be asked and things to look for during a field trip.
	2.2.3 Record information collected during a field trip from viewing and listening.
2.3 Collect information by reading, listening, and viewing pictures and films.	**2.3.1 Make oral or written reports on information read from books, magazines, etc.**
	2.3.2 Answer questions about the pertinent content of pictures and films.
	2.3.3 Report information after listening to tapes and interviews.

Grade Level: 2 Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 3: The learner will evaluate information.

Objectives	Measures
3.1 Distinguish between fact, fiction, and opinion.	**3.1.1 Distinguish between fact and fiction, after listening to a fairy tale.**
	3.1.2 Distinguish between fact and opinion, after listening to interviews.
3.2 Distinguish between relevant and irrelevant information.	**3.2.1 Determine from a general list of occupations only those that are public (paid by taxes), after reviewing a description of public.**
	3.2.2 Match the occupations with lists of producers of goods and of services, when given the occupations of parents.

SOCIAL STUDIES

Grade Level: 2 Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 4: The learner will organize and analyze information and draw conclusions.

Objectives	Measures
4.1 Organize information.	4.1.1 Given a set of pictures of public servants, identify similarities and differences in pictorial data.
	4.1.2 Given pictures of a carpenter, grocer, police officer, fire fighter, or mail carrier, classify or categorize into public and privately funded.
	4.1.3 Given a picture showing irresponsible actions, describe cause and effect relationships.
	4.1.4 Given a set of pictures showing responsible actions toward litter problems, sort them so that the ideas will be in order.
4.2 Analyze information.	4.2.1 After a walking trip, construct a picture graph showing cans, bottles, and pieces of paper collected.
	4.2.2 When given a situation needing a rule and a proposed new rule, judge the fairness of the rule.
4.3 Draw conclusions.	4.3.1 Given data on the amount of litter in the neighborhood, decide if litter is a big problem.
	4.3.2 Having decided that litter is a problem, test the original hypothesis by taking another sample of litter accumulation.
	4.3.3 When given a description of a problem, suggest a solution and cite an example of such a solution having worked in the past.

SOCIAL STUDIES

Grade Level: 2 **Skills/Subject Area:** Social Studies/Skills

COMPETENCY GOAL 5: The learner will use maps and globes.

Objectives	Measures
5.1 Identify and make a distinction between maps, globes, aerial photographs, and models.	5.1.1 Explain that a globe is a round projection of the earth.
	5.1.2 Explain that an aerial photograph is a picture of the earth's surface taken from the air.
	5.1.3 Explain that a map is a flat projection of the earth's surface.
	5.1.4 Given a model, explain that it is a representation of a larger area or building, etc.
	5.1.5 Given a model of the local neighborhood, use blocks and/or milk cartons to represent houses or buildings.
	5.1.6 Use an enlarged school bus route map and place a photograph of her/his home in the appropriate place on the map.
5.2 Orient a map and note directions.	5.2.1 Given a classroom map, distinguish between left/right and up/down.
	5.2.2 State that north is toward the North Pole and South is toward the South Pole.
	5.2.3 Locate east to the right of north and west to the left of north.
5.3 Locate places on maps and globes.	5.3.1 Distinguish between land masses and water areas on the globe.
	5.3.2 Locate one's home on a neighborhood map.
	5.3.3 Construct a simple nonsymbolic map of a neighborhood.
	5.3.4 Construct a simple sketch map of familiar areas.

Grade Level: 2

Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 5: The learner will use maps and globes.

Objectives	Measures
5.4 Interpret map symbols.	5.4.1 When shown a map symbol, correctly identify it as: a. an airport b. a road c. a bridge d. a building
	5.4.2 Using an appropriate map, locate roads and rivers.
	5.4.3 Locate the legend on a map.

Grade Level: 2 Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 6: The learner will have a sense of time and chronology.

Objectives	Measures
6.1 Demonstrate an understanding of the time system and the calendar.	6.1.1 Tell time by the clock. 6.1.2 Name the days of the week and months of the year in order. 6.1.3 Relate seasons to months. 6.1.4 Use accurately such indefinite time concepts such as future, long ago, before and after.
6.2 Demonstrate an understanding of chronological sequence of events.	6.2.1 Construct a personal time line. 6.2.2 Express order in terms of first, second, third. 6.2.3 Arrange in chronological order a series of school events, e.g., holidays.

Grade Level: 2 **Skills/Subject Area:** Social Studies/Skills

COMPETENCY GOAL 7: The learner will demonstrate growth in self-management.

Objectives	Measures
7.1 Decrease in self-centered perspectives.	7.1.1 Given a hypothetical situation in the classroom in which a classmate is treated unfairly respond with what is in the best interest of the classmate.
	7.1.2 Given a problem of community welfare, view the problem from the perspective of others.
7.2 Decrease in stereotypic perceptions.	7.2.1 Given a negative statement about a group in the community or school, recognize any inaccurate information.
	7.2.2 Given a statement, (i.e., "All politicians are to be distrusted."), point out some who are not.
7.3 Increase the ability to empathize with others.	7.3.1 Given a problem of unnecessary noise in the cafeteria, describe the thoughts and feelings of cafeteria workers.
	7.3.2 Given a problem of vandalism in the neighborhood, describe the thoughts and feelings of the victims.
7.4 Increase the ability to accept and deal with diversity.	7.4.1 Given a family portrait, identify those traits that are hereditary.
	7.4.2 Given an appropriate description of a child living in another culture, describe behavioral differences due to cultural differences.
	7.4.3 Given a description of a child from another culture, compare and contrast her/himself with the child in terms of: a. physical or hereditary attributes b. behavior due to culture c. how human needs are met.

Grade Level: 2

Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 7: The learner will demonstrate growth in self-management.

Objectives	Measures
7.5 Increase the ability to accept and deal with change.	7.5.1 Using pictures of, and interviews with, other people in the community, identify examples of physical change.
	7.5.2 Given increased industrial development in, or near, the community, identify results of change (i.e., increased traffic and population).
	7.5.3 Given a hypothetical example of certain conditions in the community, predict results in the future.
7.6 Manage conflict.	7.6.1 Listen to all points of view when involved in a conflict.
	7.6.2 Talk about how s/he feels when involved in a conflict.
	7.6.3 Accept the feelings of others.
	7.6.4 Talk about her/his actions and objectives when involved in a conflict.
	7.6.5 Propose ways of settling a given conflict.
	7.6.6 Role play the resolution of a conflict situation with classmates, and discuss the importance of two-way communication and compromise when trying to resolve conflicts.
	7.6.7 Given a conflict on the school bus, suggest reasons for the conflict and feelings about conflict.
	7.6.8 Given a neighborhood conflict over a safety problem, suggest ways of settling it.

Grade Level: 2

Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 7: The learner will demonstrate growth in self-management.

Objectives	Measures
7.7 Resolve appropriate dilemmas.	7.7.1 When confronted with a real or hypothetical situation and asked to make a judgment about the best course of action for the individuals or groups involved, explore a number of alternatives, suggest a course of action, and defend the course of action with reasons.
	7.7.2 When judging the best course of action, consider what is best for all parties involved.

SOCIAL STUDIES

Grade Level: 2 Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 8: The learner will participate in group activities.

Objectives	Measures
8.1 Participate in group activities.	8.1.1 When called upon to solve a problem or make plans with others, initiate ideas.
	8.1.2 When discussing problems or making plans, listen to the ideas of others.
	8.1.3 Compromise for the good of the group.
8.2 Engage in group decision-making.	8.2.1 Vote or make her/his wishes known in some acceptable way.
	8.2.2 Generate alternative courses of action.
	8.2.3 Suggest ways to determine if any decision made is a good one.
8.3 Act upon group decisions.	8.3.1 Accept and carry out assigned tasks.
	8.3.2 Support group decisions after they have been made.
	8.3.3 Accept tasks and express support for the group when not in complete agreement with the group decision.

Grade Three: Communities

The third grade study is designed to increase the children's understanding of community life. They compare and contrast their own community with communities of other lands. They are made aware of some of the relationships between way of life, environment, and tradition. They are introduced to problems that may confront their community, the groups interested and involved in these problems, and the means by which the community tries to solve the problems. They study the basic relationships between communities--how communities combine to form a larger political unit (counties), and how communities may be linked together by cultural heritage, geographic, or economic ties.

Studies concerned with communities in similar and different environments reinforce and extend concepts and skills introduced in earlier grades. Through their study of various patterns of community living today and long ago, the children begin to understand that: people's activities are influenced not only by their geographic location, but also by the historical period in which they live; how people use earth materials is largely dependent upon the knowledge and skills available to them; and, as a result of invention and technology, how people have become less dependent upon the natural environment for survival.

The program at this level is also concerned with how and why communities change. Awareness of community change helps the children perceive that while all societies change, they do not necessarily change at the same rate, nor do all aspects of the society change at the same time. Each society has certain institutions and traditions that bind the society together and give it continuity. By looking at the community as it is today, and as it was in earlier times, and the relationship existing between their community and other communities, the children are made aware of some of the cultural, political, geographic, and economic factors that help bind communities together through time and in space.

Grade 3 Outline (Knowledge)

THE LEARNER WILL:

1. Develop a positive self-concept (sociology and anthropology).

2. Become more independent (sociology and anthropology).

3. Cooperate with others (sociology and anthropology).

4. Become an effective problem-solver.

5. Understand the concept of authority in a democratic society (political science, sociology, and anthropology).

6. Understand the need for responsibility and the consequences of irresponsibility (political science, sociology, and anthropology).

7. Know the need for rules and laws in a democratic society (political science, sociology, and anthropology).

8. Know that all communities need rules and laws (political science, sociology, and anthropology).

9. Understand the justice system (political science, sociology, and anthropology).

10. Understand how local communities are governed (political science).

11. Know that people and their governments depend on each other (political science).

12. Know how individuals, families and communities are alike and different (sociology, anthropology, geography, and political science).

13. Know that all people live in multiple environments (political science, economics, geography, sociology, and anthropology).

14. Have a sense of time and chronology (history).

15. Develop an understanding of change (history).

16. Know commonly accepted symbols and observances of our American heritage (history).

17. Know about some famous people in history (history).

18. Know the effects of climate on how people live (geography, sociology, and anthropology).

19. Know that people and their environments are interdependent (geography, history, economics, and political science).

20. Know and use basic geographic terminology (geography).

21. Know that economic resources exist in every community (economics and geography).

22. Know that different communities use their economic resources in different ways (economics and geography).

23. Understand the relationship between unlimited wants and limited resources (economics).

24. Understand the concept of division of labor (economics).

25. Know that money is a means of economic exchange (economics).

26. Know that taxes are collected from all citizens to finance community services (economics and political science).

27. Gain a deeper understanding of the concept of citizenship within school and the community (political science, sociology, and anthropology).

Grade 3 Outline (Skills)

THE LEARNER WILL:

1. Identify and define problems and suggest ways of solving them.

2. Locate and gather information.

3. Evaluate information.

4. Organize and analyze information and draw conclusions.

5. Use maps and globes.

6. Have a sense of time and chronology.

7. Demonstrate growth in self-management.

8. Participate in group activities.

SOCIAL STUDIES

Grade Level: 3 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 1: The learner will develop a positive self-concept (sociology and anthropology).

Objectives	Measures
1.1 Assess strengths and weaknesses in a positive way.	1.1.1 Dramatize what s/he can do well.
	1.1.2 Brainstorm a list of greatest strengths and weaknesses.
	1.1.3 List ways to improve weaknesses.
	1.1.4 Tape record or write a story about "How I can Improve Myself."
	1.1.5 Construct an "All About Me" booklet.
1.2 Participate in class activities.	1.2.1 Volunteer and serve on classroom committees.
	1.2.2 Volunteer and contribute to class projects (e.g., bulletin boards, booklets).
	1.2.3 Recognize the contributions of others in class discussion.
	1.2.4 Reinforce statements of others in class discussion.
1.3 Form and maintain relationships.	1.3.1 Address school personnel courteously.
	1.3.2 Accept the individual differences of children by including them in all school activities.
	1.3.3 Interact with a variety of students, including those outside her/his immediate circle of friends.
	1.3.4 Make positive comments about persons in the school.

SOCIAL STUDIES

Grade Level: 3 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 2: The learner will become more independent (sociology and anthropology).

Objectives	Measures
2.1 Carry out independent classroom activities.	2.1.1 Identify, develop, and complete independent activities with minimal direction.
	2.1.2 Recognize the need for and utilize adult assistance in independent activities.
	2.1.3 Demonstrate creativity in independent projects.
2.2 Participate confidently in class activities.	2.2.1 Complete assignments (e.g., center work, projects, regular assignments).
	2.2.2 Show independence when participating.
	2.2.3 Support the ideas of others in class discussion.
2.3 Exhibit independence in various aspects of school life.	2.3.1 Move independently and responsibly throughout the school building.
	2.3.2 Solve minor problems without involving an adult.
	2.3.3 Volunteer to escort new students or visitors around the school.
	2.3.4 Serve as host/hostess at various places in the school on special occasions such as "Parents' Day."

SOCIAL STUDIES

Grade Level: 3 **Skills/Subject Area:** Social Studies/Knowledge

COMPETENCY GOAL 3: The learner will cooperate with others (sociology and anthropology).

Objectives		Measures	
3.1	Work cooperatively in large and small groups.	3.1.1	Share materials as needed in school activities.
		3.1.2	Accept responsibility for the completion of group projects.
		3.1.3	Accept role of a leader or follower.
		3.1.4	Brainstorm behaviors that are helpful or not helpful in group work or group projects.
3.2	Accept group decisions and cooperate in attaining group goals.	3.2.1	Defend the decision of the group while expressing or recognizing a minority opinion (e.g., when the student did not vote with the majority on what to do for the class party).
		3.2.2	Serve on an assigned committee for a class project.
		3.2.3	Assist group members in problem-solving.
		3.2.4	Explain why individual decisions are sometimes overruled by group decisions.
3.3	Evaluate the cooperative efforts of self and others.	3.3.1	Volunteer comments about her/his performance in a group task.
		3.3.2	Critique the cooperation in a given class project.
		3.3.3	Offer suggestions for improved cooperation on future projects.

SOCIAL STUDIES

Grade Level: 3 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 4: The learner will become an effective problem-solver.

Objectives	Measures
4.1 Suggest ways of solving problems.	4.1.1 Identify the problem (e.g., trouble on playground, school bus, litter in the neighborhood).
	4.1.2 List possible solutions.
	4.1.3 List positive and negative aspects of suggested solutions.
	4.1.4 Accept problems as inevitable but manageable.
4.2 Handle information related to problems.	4.2.1 Collect facts related to a problem and classify them as important or unimportant.
	4.2.2 Compile and present information related to a problem in a news story format.
	4.2.3 Use appropriate human and media resources for information.
4.3 Evaluate data and draw conclusions related to problems.	4.3.1 Classify collected facts as "Important" or "Unimportant."
	4.3.2 Summarize using only "Important" facts.
	4.3.3 List alternative solutions to a problem.
	4.3.4 Evaluate alternative solutions using a set of criteria.
	4.3.5 Choose and justify the most appropriate alternative.

SOCIAL STUDIES

Grade Level: 3 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 5: The learner will understand the concept of authority in a democratic society (political science, sociology, and anthropology).

Objectives	Measures
5.1 Describe the authority given to local elected officials.	5.1.1 Gather information from a field trip or class visit on the duties and responsibilities of local elected officials.
	5.1.2 Pantomime the mayor/commissioners at work for the community.
	5.1.3 Brainstorm a list of qualities needed by an official, stating why each quality is needed.
	5.1.4 Match areas of authority with appropriate officials.
5.2 Identify actions appropriate for elected/appointed officials (e.g., mayor, police officer fire-fighter).	5.2.1 List duties of elected or appointed officials.
	5.2.2 Identify officials from their job descriptions.
	5.2.3 Dramatize actions of elected and appointed officials in the line of duty.

SOCIAL STUDIES

Grade Level: 3 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 6: The learner will understand the need for responsibility and the consequences of irresponsibility (political science, sociology, and anthropology).

Objectives	Measures
6.1 Suggest responsible courses of action in given situations.	6.1.1 Classify pictures into categories of responsible and irresponsible behavior.
	6.1.2 Identify from a case study, ways to correct irresponsible behavior.
	6.1.3 Demonstrate responsible actions in given situations (e.g., fire drill, bus behavior, littering).
6.2 Identify responsible adult participation in the community.	6.2.1. Illustrate through art activities responsible adult behavior.
	6.2.2 Collect pictures and articles of adults demonstrating responsible behavior.
	6.2.3 List examples of responsible adult behavior in the community.
	6.2.4 Write a letter commending a person for a responsible action.
6.3 Identify ways children can participate responsibly in the community.	6.3.1 Discuss ways children can participate responsibly in the community.
	6.3.2 State ways a child can help solve a community problem.
	6.3.3 Write an illustrated story, "Ways I Can Help My Community."
	6.3.4 Plan a class project to improve the community.

SOCIAL STUDIES

Grade Level: 3 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 7: The learner will know the need of rules and laws in a democratic society (political science, sociology, and anthropology).

Objectives	Measures
7.1 Distinguish between a rule and a law.	7.1.1 State a rule.
	7.1.2 State a law.
	7.1.3 Categorize a collection of pictures into "Rules Being Followed" and "Rules Not Being Followed."
7.2 Suggest appropriate rules in a variety of situations.	7.2.1 List rules appropriate to a situation (e.g., fire drill).
	7.2.2 State appropriate rules for different situations.
	7.2.3 Evaluate rules using the criteria of fairness and effectiveness.
7.3 Realize the consequences of not obeying rules and laws.	7.3.1 View pictures of people disobeying rules and laws, and state all logical consequences.
	7.3.2 List reasons why rules/laws are followed.
	7.3.3 Illustrate consequences of not following rules/laws (e.g., bulletin board, posters, mural).
	7.3.4 Describe the results of playing a familiar game without rules.
	7.3.5 Compose and illustrate a story about a place (community) with no rules or laws.

SOCIAL STUDIES

Grade Level: 3 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 8: The learner will know that all communities need rules and laws (political science, sociology, and anthropology).

Objectives	Measures
8.1 Know the need for rules and laws in the community.	8.1.1 List and justify several rules and laws of the community.
	8.1.2 Dictate or write a paragraph giving reasons why rules/laws are needed (e.g., personal safety and public order).
	8.1.3 Draw pictures or make a collage illustrating reasons why rules and laws are needed.
	8.1.4 Write a story telling why 50 explorers in a space colony need rules and laws.
	8.1.5 Write rules/laws for a space community.
	8.1.6 Formulate and justify rules needed by adults with authority (e.g., coaches, bus drivers, librarian, and field trip volunteers).
8.2 Identify some rules and laws that are different from the ones in the community.	8.2.1 View a filmstrip or read a story about another community and compare rules and laws with her/his own community.
	8.2.2 State different rules or laws in another culture after research.
	8.2.3 Identify and contrast, after hearing the story Where the Wild Things Are, the rules in Max's family and the rules in Where the Wild Things Are.
	8.2.4 Identify similarities and differences in the laws of two societies.

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 8: The learner will know that all communities need rules and laws (political science, sociology, and anthropology).

Objectives	Measures
8.3 Conclude that communities everywhere have laws.	8.3.1 Brainstorm a list of rules/laws in a school/community in a different culture.
	8.3.2 Compare and contrast the rules/laws of her/his community and a community in a different culture.
	8.3.3 State a rule regarding pets appropriate for a rural family and one appropriate for a family in a city apartment.

SOCIAL STUDIES

Grade Level: 3 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 9: The learner will understand the justice system (political science, sociology, and anthropology).

Objectives	Measures
9.1 State the difference between fair and unfair rules and laws.	9.1.1 Respond with "fair" and "unfair" to a list of hypothetical laws such as "Only persons with red hair can live here" or "All men must wear green pants."
	9.1.2 Change an unfair (unjust) rule/law to make it fair (just).
	9.1.3 State reasons why a given law or rule (e.g., "Women may not drive cars.") is fair or unfair.
	9.1.4 Develop criteria for determining whether a law is fair or unfair.
9.2 Evaluate procedures for dealing with problems and conclude which are fair and unfair.	9.2.1 Identify procedures that are fair and unfair from pictures of persons dealing with problems.
	9.2.2 List fair ways of dealing with a problem after viewing a filmstrip or film depicting a problem.
	9.2.3 Role play fair procedures for dealing with students' problems at school.
9.3 Understand some aspects of the justice system.	9.3.1 Describe what happens in a courtroom.
	9.3.2 Simulate a simple trial.
	9.3.3 List duties of a justice system official after a classroom visit by an official.

SOCIAL STUDIES

Grade Level: 3 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 10: The learner will understand how the local community governs itself (political science).

Objectives	Measures
10.1 Identify governmental bodies from examples of governmental and nongovernmental bodies.	10.1.1 Identify government and nongovernment workers from a series of pictures.
	10.1.2 Respond "government" and "not government" to a series of appropriate "Who Am I/What Am I?" questions.
	10.1.3 Collect pictures of governmental and nongovernmental workers and discuss the roles of these workers.
	10.1.4 Use the newspaper to find examples of governmental and nongovernmental bodies at work.
10.2 Identify the position and duties of local officials.	10.2.1 Name specific local officials.
	10.2.2 List the duties of a given local official.
	10.2.3 Write a paragraph and draw a picture/make a collage of at least three duties of a local official.
10.3 Understand the elective process in the community.	10.3.1 Define polling place.
	10.3.2 Distinguish political signs from other advertisements.
	10.3.3 Describe what happens on election day.

SOCIAL STUDIES

Grade Level: 3 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 11: The learner will know that people and their governments depend on each other (political science).

Objectives	Measures
11.1 Describe how individuals and families depend on governmental services.	11.1.1 List government services upon which everyone depends.
	11.1.2 Draw pictures/make a collage showing how people depend on basic governmental services (e.g., roads, school buses, sewage systems).
	11.1.3 Role play persons using governmental services.
11.2 State how local governments depend on people to help them do their work.	11.2.1 Explain how community watch programs help the government do its work.
	11.2.2 Draw pictures/make collages showing how to help our local government.
	11.2.3 Write a story on how local governments need children to help in specific ways (e.g., disposal of garbage, care of animals).

SOCIAL STUDIES

Grade Level: 3

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 12: The learner will know how individuals, families, and communities are alike and different (sociology, anthropology, geography, and political science).

Objectives	Measures

12.1 Distinguish likenesses and differences among children in different cultures.

12.1.1 After hearing a story or viewing a filmstrip about a child living in another culture, brainstorm similarities and differences between that child and her/himself.

12.1.2 After receiving information about a child living in another culture, complete a chart such as the following:

Ways We Are Alike	Ways We Are Different

12.1.3 After receiving information about a child living in another culture, draw a picture (or series of pictures) comparing/contrasting that child with her/himself.

12.2 Describe likenesses and differences among families in other cultures.

12.2.1 Make a chart of characteristics of families in different cultures.

12.2.2 List similarities and differences of families in other cultures.

12.2.3 Plan a meal using food of another culture.

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 12: The learner will know how individuals, families, and communities are alike and different (sociology, anthropology, geography, and political science).

Objectives	Measures
12.3 State likenesses and differences of communities.	12.3.1 Make a chart of likenesses and differences in communities after a discussion with a child in the class who has moved from another community.
	12.3.2 Draw a map of a nearby community.
	12.3.3 Discuss physical features when using maps of different communities.

SOCIAL STUDIES

Grade Level: 3 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 13: The learner will know that all people live within multiple environments (political science, economics, geography, sociology, and anthropology).

Objectives	Measures
13.1 Distinguish between natural and man-made environments.	13.1.1 Categorize environmental pictures into natural and man-made.
	13.1.2 Draw pictures of natural environments.
	13.1.3 Identify a list of environmental features (e.g., river, bridge, mountain) as natural or man-made.
	13.1.4 Construct a map and map key showing natural and man-made features, identified by colors or symbols.
13.2 Distinguish among political, economic, and social environments.	13.2.1 Classify a list of community characteristics as political, economic, or social.
	13.2.2 Classify political, economic, and social aspects of the local community from a list of examples.
	13.2.3 Give examples of these environments present at school.
13.3 Understand environments of other communities.	13.3.1 Discuss multiple environments of foreign lands.
	13.3.2 List environmental characteristics of other communities.
	13.3.3 Write a short paper on one type of environment in a foreign community (political, economic, or social).

SOCIAL STUDIES

Grade Level: 3 **Skills/Subject Area:** Social Studies/Knowledge

COMPETENCY GOAL 14: The learner will have a sense of time and chronology (history).

Objectives	Measures
14.1 Understand the time system and the calendar.	14.1.1 Tell time by a clock.
	14.1.2 Sequence days of the week and months of the year.
	14.1.3 Relate seasons to months of the year.
	14.1.4 Use accurately terms such as future, long ago, before, after.
14.2 Demonstrate understanding of the chronological sequence of events.	14.2.1 Construct a personal time line.
	14.2.2 Express order in terms of first, second, third, etc.
	14.2.3 Arrange in chronological order, a series of personal experiences.
	14.2.4 Arrange pre-cut comic strips into logical sequence.
	14.2.5 Construct a family time line (e.g., grandparents, parents, children).

SOCIAL STUDIES

Grade Level: 3 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 15: The learner will develop an understanding of change (history).

Objectives	Measures
15.1 Understand personal change.	15.1.1 List changes that will occur as a child grows.
	15.1.2 Write a story about how life might be in four years.
	15.1.3 Draw a picture of life as an adult.
15.2 Identify changes which have occurred in a given community.	15.2.1 Use pictures of the same community taken at three different times to list changes.
	15.2.2 Use maps of the same community at different times to identify changes that have occurred.
	15.2.3 Use written or spoken descriptions to identify change in the same community from "long ago" to "today".
	15.2.4 Contribute art work to a class mural or booklet illustrating changes in the local community.
15.3 Predict logical future changes.	15.3.1 Read a story about changes that have occurred in a community and make logical predictions of future changes.
	15.3.2 View pictures of the same community taken over a period of time, and make logical predictions of future change.
	15.3.3 Predict changes that could occur as a result of additions to a community (e.g., a new business, a super highway, a new shopping center).
	15.3.4 Draw pictures to show predicted changes in local communities.

SOCIAL STUDIES

Grade Level: 3 **Skills/Subject Area:** Social Studies/Knowledge

COMPETENCY GOAL 16: The learner will know commonly accepted symbols and observances of our American heritage (history).

Objectives	Measures
16.1 Understand the "Pledge of Allegiance to the Flag" and explain its meaning.	16.1.1 Repeat the "Pledge of Allegiance to the Flag" clearly and correctly.
	16.1.2 Explain in her/his own words, the meaning of "allegiance," "indivisible," "republic," "pledge," "liberty," and "justice".
	16.1.3 Paraphrase the "Pledge of Allegiance."
	16.1.4 Tell why citizens pledge allegiance to the flag.
16.2 Sing the National Anthem, and explain its significance	16.2.1 Sing the National Anthem (first verse).
	16.2.2 Explain the term "National Anthem."
	16.2.3 Explain why citizens stand when the National Anthem is played or sung.
16.3 Describe reasons why holidays are observed as they are.	16.3.1 Provide an explanation of any holiday observation of the school year.
	16.3.2 Identify and explain symbols (e.g., colors, music, articles) associated with each holiday.

SOCIAL STUDIES

Grade Level: 3 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 17: The learner will know about some famous people in history (history).

Objectives	Measures
17.1 Know about some great president of the past.	17.1.1 Provide biographical information about Abraham Lincoln.
	17.1.2 List reasons why George Washington is honored as a great President.
	17.1.3 Use the encyclopedia to find important facts about any given president.
17.2 Identify the names of the President and Vice-President.	17.2.1 Identify the President of the United States.
	17.2.2 Identify the Vice-President of the United States.
	17.2.3 Write a letter to the President and/or Vice-President concerning a current issue.
17.3 Identify famous people outside political life.	17.3.1 Given the names of selected people in history, tell why they are famous.
	17.3.2 Make a chart of famous people and tell why they are famous.
	17.3.3 Match pictures of famous people and their accomplishments.

Grade Level: 3 **Skills/Subject Area:** Social Studies/Knowledge

COMPETENCY GOAL 18: The learner will know the effects of climate on how people live (geography, sociology, and anthropology).

Objectives	Measures
18.1 Describe ways of living in a climate different from one's own.	18.1.1 After studying a community in a different climate, list ways of living in that climate that are similar to, and different from, her/his own.
	18.1.2 After learning about a child living in a different climate (tropical, desert, arctic), draw pictures/make collages depicting houses, clothing, recreation, and work in that climate.
	18.1.3 Respond appropriately to a situation such as this: "Where you live, it is always very hot in the daytime. It hardly ever rains. There are mountains and rocks and scrub bushes. There are almost no trees. The wind blows almost all the time, and often, there are sand storms--sand blowing so hard you can't see. Draw a picture or write a story showing how you think people live in this place."
	18.1.4 Select a climate different from one's own and write a paragraph telling advantages and disadvantages of living there.

Grade Level: 3

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 18: The learner will know the effects of climate on how people live (geography, sociology, and anthropology).

Objectives	Measures
18.2 Indicate how ways of living might differ in differing climates.	18.2.1 Respond accurately to the following: You live in a very cold climate where there are few trees and snow is on the ground much of the year. Which of these games are you most likely to play? a. football b. basketball c. baseball d. water skiing
	18.2.2 Given information about a climate different from her/his own, draw pictures/make collages showing houses, recreation, clothing, and work in that climate.
	18.2.3 Label different types of homes (e.g., grass hut, adobe, igloo, brick) and identify the climate each represents.

Grade Level: 3

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 18: The learner will know the effects of climate on how people live (geography, sociology, and anthropology).

Objectives	Measures
18.3 Cite likenesses and differences in the way people live whose lives are largely dictated by climate, and those who have largely overcome the effects of climate.	18.3.1 Given information about two families living in the same area, but with very different technologies (e.g., a family living in a high rise apartment and a nomadic family, both in Saudi Arabia), complete a chart such as this:

WAYS OF LIVING IN---------------

	Family "A"	Family "B"
Housing		
Clothing		
Work		
Recreation		
Transportation		

18.3.2 Given information about two families living in the same area, but with very different technologies, list likenesses and differences between the families in ways of living.

18.3.3 Given information about ways of living of two families in the same area, but with very different technologies, draw contrasting pictures of the two families illustrating their different and similar ways of living.

18.3.4 Create a class mural to show likenesses and differences between families from the same area with different technologies.

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 18: The learner will know the effects of climate on how people live (geography, sociology, and anthropology).

Objectives	Measures
18.4 Identify some practices and inventions which help people to overcome the effects of climate.	18.4.1 Respond correctly to the following: Charles lives in Canada. Which of the following helps him overcome the climate? a. shoes b. pants c. snow boots d. handkerchief
	18.4.2 The student will respond correctly to the following: Here is a list of things found in many homes. Which of them help people overcome the climate they live in? a. electric fan b. bed c. chair d. furnace or heater e. windows f. cooking stove or range
	18.4.3 Match pictures of practices/inventions to the appropriate climate.
	18.4.4 List things needed to take on a trip to a different climate. Explain reasons for choices.

SOCIAL STUDIES

Grade Level: 3 Skills/Subject Area: Social Studies/Knowledge

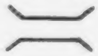
COMPETENCY GOAL 19: The learner will know that people and their environments are interdependent (geography, history, economics, and political science).

Objectives	Measures
19.1 State modifications that environmental changes might cause in ways of living.	19.1.1 Dictate or write a paragraph about how an environmental change might affect what people wear.
	19.1.2 List ways an environmental change would affect family life.
	19.1.3 Discuss environmental changes which might cause people to change their occupation (e.g., logger, farmer).
19.2 Give examples of the results of common environmental abuse.	19.2.1 Identify local examples of environmental abuse.
	19.2.2 Draw a poster or pictures showing the results of environmental abuse.
	19.2.3 Dictate or write a story on the results of environmental abuse.
19.3 Recognize alternatives to environmental abuse.	19.3.1 List alternatives to an example of environmental abuse.
	19.3.2 Draw pictures or create collages showing alternatives to the abuse.
	19.3.3 List logical/possible solutions to abuse.
	19.3.4 Make up some laws or rules to prevent environmental abuse.

SOCIAL STUDIES

Grade Level: 3 **Skills/Subject Area:** Social Studies/Knowledge

COMPETENCY GOAL 20: The learner will know and use basic geographic terminology (geography).

Objectives	Measures
20.1 Construct simple maps.	20.1.1 Draw a pictorial map of the classroom.
	20.1.2 Draw a pictorial map of the school.
	20.1.3 Draw a pictorial map of the community.
20.2 Identify and use common map symbols.	20.2.1 Describe and explain common map symbols.
	20.2.2 Use symbols to locate features on a map (e.g., bridges). 
	20.2.3 Construct a map and use appropriate map symbols.
20.3 Use cardinal and intermediate directions.	20.3.1 State the four cardinal directions.
	20.3.2 Locate north, south, east, and west on a map.
	20.3.3 Respond correctly to a question such as: What does NE stand for when you see such things as NE, NW, SE, SW?
	20.3.4 Respond correctly to the question: If you stand facing south, north is a. to your left. b. to your right. c. to your back.
20.4 Understand physical geographic terms.	20.4.1 Define common physical geographic terms.
	20.4.2 Use a key to find examples of physical features on a map or globe.

Grade Level: 3

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 21: The learner will know that economic resources exist in every community (economics and geography).

Objectives	Measures
21.1 Define and identify "economic resources."	21.1.1 Define economic resources.
	21.1.2 Demonstrate the production of a product (e.g., lemonade, peanut butter, paper airplanes) listing economic resources used.
	21.1.3 State all essential resources in the production of a familiar product.
21.2 Identify economic resources in the community.	21.2.1 List economic resources of the community.
	21.2.2 Suggest uses of local economic resources.
	21.2.3 Create a booklet or collage about "Economic Resources in the Community."
	21.2.4 Write a paragraph about one of the community's economic resources after having a person from a community business visit the class.

Grade Level: 3

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 21: The learner will know that economic resources exist in every community (economics and geography).

<table>
<tr><th>Objectives</th><th>Measures</th></tr>
<tr><td>21.3 Identify the economic resources of a community different from her/his own.</td><td>21.3.1 Identify the economic resources of a neighboring community or county.</td></tr>
<tr><td></td><td>21.3.2 Following a study of a different community, complete a chart such as this:
---------------'s Economic Resources<table><tr><th>People Resources</th><th>Natural Resources</th><th>Factory Resources</th></tr><tr><td></td><td></td><td></td></tr></table></td></tr>
<tr><td></td><td>21.3.3 State the "ideal" economic resources of an imaginary community.</td></tr>
</table>

SOCIAL STUDIES

Grade Level: 3 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 22: The learner will know that different communities use their economic resources in different ways (economics and geography).

Objectives	Measures
22.1 State how economic resources are used in the community.	22.1.1 List ways economic resources are used in the local community.
	22.1.2 Display a collection of products or pictures of products made in the local community.
	22.1.3 Draw a picture or make a collage depicting the uses of resources in the local community.
22.2 Describe the uses of economic resources in another community.	22.2.1 List ways economic resources are used in a community different from her/his own.
	22.2.2 Make a collage showing the various ways one economic resource (e.g., people, land) is used in the community.
	22.2.3 Make a pictorial display of products made in a community different from her/his own and describe the economic resources used to produce the products.
22.3 Describe the changing uses of a community's resources.	22.3.1 Describe how the use of a resource in the local community has changed from "long ago to today."
	22.3.2 View a series of pictures of "then and now," and note pertinent changes in the use of economic resources.
	22.3.3 Write or dictate a paragraph about the changing use of a resource in the local community.

Grade Level: 3

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 22: The learner will know that different communities use their economic resources in different ways (economics and geography).

Objectives	Measures
22.4 Identify the uses made of economic resources in a community in a different culture.	22.4.1 Study a different culture and list the ways that community uses its economic resources.
	22.4.2 Make a collage or picture of the products of a community in a different culture.
	22.4.3 Complete a chart showing the uses made of the community's economic resources.
	22.4.4 Name economic resources used in the making of a product from a different culture.

Grade Level: 3 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 23: The learner will understand the relationship between unlimited wants and limited resources (economics).

Objectives	Measures
23.1 Make wise choices about the use (allocation) of limited resources.	23.1.1 Solve a personal problem of scarcity. 23.1.2 Solve a classroom problem of scarcity. 23.1.3 Suggest solutions for a neighborhood/community problem of scarcity.
23.2 Use the term economics in "everyday" and "commonsense" ways.	23.2.1 Define "economics" in simple terms. 23.2.2 Use the term "economics" when describing pictures of persons making decisions about scarce resources.

SOCIAL STUDIES

Grade Level: 3 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 24: The learner will understand the concept of division of labor (economics).

Objectives	Measures
24.1 Name and give reasons for specialized jobs in a neighborhood/community business or industry.	24.1.1 Define "specialization" and "division of labor".
	24.1.2 Visit a neighborhood business (e.g., grocery, fast food restaurant).
	24.1.3 State reasons why a specialized job is needed in a business/industry (e.g., "Why does the bakery hire someone to run the cash register?").
24.2 State advantages and disadvantages of specialization.	24.2.1 List logical advantages and disadvantages of specialization following a classroom simulation of specialization.
	24.2.2 Visit an appropriate business/industry, and draw pictures or create a collage showing advantages and disadvantages of specialization in that business/industry.
	24.2.3 State reasons why a specialized job is needed in a given business.
24.3 State the interrelationships of specialized jobs in a business/industry.	24.3.1 Role play examples of interdependence in a familiar business/industry.
	24.3.2 State interrelationships among jobs in a familiar business.
	24.3.3 Contribute a job description to a class booklet about specialized jobs in a specific business.

SOCIAL STUDIES

Grade Level: 3 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 25: The learner will know that money is a means of economic exchange (economics).

Objectives	Measures
25.1 Distinguish between money and barter.	25.1.1 Define "barter," and give examples of it.
	25.1.2 Sort pictures showing examples of barter and cash purchases into the two categories.
	25.1.3 Brainstorm advantages of using money instead of barter.
25.2 Distinguish among currency, checks, and credit cards.	25.2.1 Define "currency," "checks," and "credit cards."
	25.2.2 List examples of currency, checks, and credit cards.
	25.2.3 Role play the use of currency, checks, and credit cards in a class store.
	25.2.4 Make a bulletin board of different currencies, checks, and credit cards.
	25.2.5 Compare advantages and disadvantages of using currency, checks, and credit cards.
25.3 Describe the function a bank performs in a community.	25.3.1 Brainstorm a list of reasons why banks are needed.
	25.3.2 List the jobs of people working in the bank and tell why each job is needed.
	25.3.3 Dictate or write a story of "Why We Need Banks."
	25.3.4 Contribute to a classroom mural showing the services banks offer in a community.
	25.3.5 Describe the role of banks in the circular flow of money.

SOCIAL STUDIES

Grade Level: 3 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 26: The learner will know that taxes are collected from all citizens to finance community services (economics and political science).

Objectives	Measures
26.1 Identify examples and reasons for taxes.	26.1.1 Define the term "tax."
	26.1.2 State examples of taxes.
	26.1.3 List reasons for paying taxes.
	26.1.4 Tell why $1.05 is charged for a $1.00 item.
26.2 Distinguish between publicly and privately funded community services.	26.2.1 Categorize a collection of pictures of services in a community into PAID FOR BY TAXES and NOT PAID FOR BY TAXES.
	26.2.2 Draw pictures or make a collage showing community services that are paid for by taxes.
	26.2.3 Respond accurately to the following question: What is the best reason to pay tax money to buy a fire truck? a. because it doesn't cost any money that way b. because if everybody had to buy their own firetruck, only rich people could afford them c. because firetrucks are so expensive that everybody needs to pay for them so they can be available to everybody when needed

Grade Level: 3

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 26: The learner will know that taxes are collected from all citizens to finance community services (economics and political science).

Objectives	Measures
26.3 **Distinguish between publicly and privately funded community services.**	26.3.1 Categorize a collection of pictures of services in a community into PAID FOR BY TAXES and NOT PAID FOR BY TAXES.
	26.3.2 List services in a community that are paid for by taxes.
	26.3.3 Make a chart showing tax use at the different levels of government.
	26.3.4 Classify a list of workers as PAID FOR BY TAXES and NOT PAID FOR BY TAXES.

Grade Level: 3 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 27: The learner will gain deeper understandings of the concept of citizenship within school and the community (political science, sociology, and anthropology).

Objectives	Measures
27.1 Engage in group decision-making.	27.1.1 Use democratic processes to make appropriate class decisions.
	27.1.2 Support a group decision once it has been made.
	27.1.3 Evaluate past decisions in arriving at better ones.
27.2 Demonstrate personal qualities of citizenship.	27.2.1 Defend school and classroom rules.
	27.2.2 Justify reasons for respecting personal and public property.
	27.2.3 Initiate projects to contribute to the general welfare of the school.
	27.2.4 State individual responsibilities of a good citizen in the classroom.
	27.2.6 Complete the sentence, "I was a good citizen when I . . . ."
27.3 Identify and exemplify good citizenship in the community.	27.3.1 Brainstorm a list of good citizenship practices.
	27.3.2 Make posters to encourage good citizenship.
	27.3.3 Participate in community civic activities (e.g., clean up campaigns, beautification).
	27.3.4 Participate in planning and presenting a class "Good Citizen Award" to a person in the community.

SOCIAL STUDIES

Grade Level: 3 Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 1: The learner will identify and define problems and suggest ways of solving them.

Objectives	Measures
1.1 Define vocabulary and conditions that are essential to understanding a problem.	1.1.1 When given the names of the groups and individuals associated with a problem, correctly identify them.
	1.1.2 Know the meaning of special terms related to problems.
	1.1.3 Identify conditions and emotions associated with a problem.
	1.1.4 After group discussion of a problem, state the problem in her/his own words.
1.2 Set up a tentative solution for a problem.	1.2.1 When given a community problem such as stray dogs and cats, state the relationship between the problem and some likely course of action.
	1.2.2 When examining problems related to the community (e.g., erosion, litter), suggest ways they may be solved.

Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 1: The learner will identify and define problems and suggest ways of solving them.

Objectives	Measures
1.3 Determine possible consequences of various courses of action.	1.3.1 When given a problem (e.g., litter) in the community, ask questions such as "Do we have a litter law?"; "Are there sufficient places to put litter?"
	1.3.2 When given a solution to the litter problem such as placing more trash cans at busy locations, ask questions such as "Will people use the trash cans?"; "How will we know if they are being used?"
	1.3.3 When describing a problem such as litter in the community, suggest problems that arise from having paper, bottles, and cans scattered on the ground.
	1.3.4 When considering solutions to a problem, brainstorm a list of alternative courses of action and make inferences regarding the positive and negative results of each course of action.

SOCIAL STUDIES

Grade Level: 3   Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 2: The learner will locate and gather information.

Objectives	Measures
2.1 Choose appropriate reference books and sources.	2.1.1 When given unfamiliar vocabulary words, use a dictionary or glossary to find the meaning.
	2.1.2 Use maps and atlases to locate specific towns, cities, states, and countries.
	2.1.3 Use an encyclopedia to locate specific information about holidays, people, and places.
	2.1.4 Use newspapers and magazines to find information on a specific current event.
2.2 Collect information through interviews and field trips.	2.2.1 Interview a specific person for the purpose of getting specific information or opinions.
	2.2.2 Summarize the information from interviews in writing, by making tape recordings, or reporting orally.
	2.2.3 Use a questionnaire to survey a number of people for the purpose of getting information or opinions.
	2.2.4 Follow rules and procedures established for field trips.
	2.2.5 Develop questions to be asked during the field trip.
	2.2.6 Answer questions during and after the field trip on what was observed.

Grade Level: 3

Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 2: The learner will locate and gather information.

Objectives		Measures
2.3 Collect information by reading and listening.	2.3.1	Make oral or written reports on stories and articles from children's books and magazines.
	2.3.2	Answer comprehension questions about facts from assigned reading selections.
	2.3.3	Demonstrate an understanding of oral reports and directions by asking questions to verify what was heard.

SOCIAL STUDIES

Grade Level: 3 Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 3: The learner will evaluate information.

Objectives	Measures
3.1 Distinguish between fact, fiction, and opinion.	3.1.1 After hearing stories about life in communities now and long ago, indicate which are myths and which are facts.
	3.1.2 After hearing stories written or dictated by other students about both real and imaginary communities, decide if the descriptions are real or make believe.
	3.1.3 After hearing a number of rules, some real and some fictitious, regarding community behavior, decide which are actually rules and which are not.
	3.1.4 After listening to interviews, distinguish between fact and opinion.
3.2 Distinguish relevant from irrelevant.	3.2.1 When given a series of statements about the community, along with statements not about the community, determine which statements describe the community.
	3.2.2 When given pairs of rules relevant to different situations, (e.g., backyard, playground, street, school bus, work place), match the rules with the situation.

Grade Level: 3 **Skills/Subject Area: Social Studies/Skills**

COMPETENCY GOAL 4: The learner will organize and analyze information and draw conclusions.

Objectives	Measures
4.1 Organize information.	4.1.1 When given two accounts of the same event in the community, identify similarities and differences.
	4.1.2 After viewing a filmstrip, videotape, or hearing a story about a community in another country, list similarities and differences between that community and her/his own.
	4.1.3 When given an account of a playground fight, indicate what s/he believes to be the cause.
	4.1.4 When given a series of school or community events which occurred in the past two weeks, place them in order.
	4.1.5 When given descriptions or pictures showing tools used in farming and tools used in manufacturing, separate them into two groups.
	4.1.6 When given a description of needed changes in the community, and several reasons for the changes, place the reasons in order of importance.
4.2 Analyze information.	4.2.1 When given a bar graph representing the population of several familiar communities, state the actual number represented by each bar.
	4.2.2 Make a bar graph representing the responses to "yes" and "no" questions on a questionnaire.
	4.2.3 When given information about the behavior of children or adults, make judgements regarding whether the conduct is responsible or irresponsible.

Grade Level: 3

Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 4: The learner will organize and analyze information and draw conclusions.

Objectives	Measures
4.3 Draw conclusions.	4.3.1 When given a description, graph, or chart, make statements that summarize the information.
	4.3.2 When given a statement such as "police officers are fair," analyze the results of a survey on police officers and conclude if the statement is true.
	4.3.3 When given a description of a problem, suggest a solution and cite an example of when such a solution worked before.

SOCIAL STUDIES

Grade Level: 3 **Skills/Subject Area:** Social Studies/Skills

COMPETENCY GOAL 5: The learner will use maps and globes.

Objectives		Measures
5.1 Identify and make distinctions between maps, globes, aerial photographs, pictures, and models.	5.1.1	When given maps, globes, aerial photographs, and pictures, correctly identify and give uses for each.
5.2 Orient a map and note direction.	5.2.1	When given a map, indicate the locations of cardinal and intermediate directions.
5.3 Locate places on maps or globes.	5.3.1	When given a map of the United States, locate North Carolina and the town or city nearest her/his home.
	5.3.2	Locate on a globe or world map the equator, tropics, and poles.
	5.3.3	Know the hemispheres and locate them on a world map.
	5.3.4	Identify places as being north or south of the equator, and east or west of the prime meridian.
5.4 Use a scale and compute distances.	5.4.1	Estimate distances between familiar locations within the community in miles or city blocks.
	5.4.2	Use a length of string to measure distances on a map, and convert the distance to miles or city blocks using a scale.
5.5 Interpret map symbols.	5.5.1	Locate the legend on a map.
	5.5.2	Recognize symbols for roads, railroads, cities, and physical features on a map.
	5.5.3	Locate political boundaries on a map.

SOCIAL STUDIES

Grade Level: 3 Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 6: The learner will have a sense of time and chronology.

Objectives	Measures
6.1 Demonstrate an understanding of the time clock and calendar.	6.1.1 Associate seasons of the year with the appropriate months.
	6.1.2 Tell time by a clock and know if it is a.m. or p.m.
	6.1.3 Given a description of an event, indicate if it happened long ago or will happen in the future.
6.2 Demonstrate an understanding of a chronological sequence of events.	6.2.1 Given recent community events, place them in order.
	6.2.2 Given a familiar series of events, indicate what happened before and after the event midway through the sequence.
	6.2.3 Express a sequence in terms of first, second, third, etc.
	6.2.4 Given a series of familiar events spanning a month, place them on a time line.

Grade Level: 3 **Skills/Subject Area:** Social Studies/Skills

COMPETENCY GOAL 7: The learner will demonstrate growth in self-management.

Objectives	Measures
7.1 Decrease self-centered perceptions.	7.1.1 Given a community problem, explain the points of view of all who are involved. 7.1.2 When given a description of a problem confronting another child, group, or an adult, explain what is in the best interest of the child, adult, or group involved. 7.1.3 Recognize inaccurate statements about other communities and people who live in communities in other countries. 7.1.4 Recognize inaccurate statements about a group and modify the statement so it will be accurate.
7.2 Decrease stereotyped perceptions.	7.2.1 When given a series of statements about a group, select those that are most accurate. 7.2.2 When given an example of a stereotype statement such as "boys are better athletes than girls," supply information to refute the statement. 7.2.3 Given descriptions of customs and traditions, defend the right of the people to practice the customs and traditions.
7.3 Increase the ability to empathize with others.	7.3.1 Given a series of emotional situations involving children and/or adults, identify the emotions that each is likely to have. 7.3.2 Given a situation where another child or an adult is afraid or sad, express support. 7.3.3 When given new information on an unfamiliar group, express a willingness to reserve judgment.

Grade Level: 3

Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 7: The learner will demonstrate growth in self-management.

Objectives	Measures
7.4 Increase the ability to accept and deal with diversity.	7.4.1 Given pictures or descriptions of individuals having a variety of skin colors, physical features, genders, and hair colors, attribute these differences to heredity.
	7.4.2 Given descriptions of manifestations of diversity such as dress, beliefs, and behaviors, attribute the differences to training.
	7.4.3 Given examples of manifestations of diversity, defend the differences by making positive statements about them.
7.5 Develop constructive attitudes toward change.	7.5.1 Identify examples of change in the community.
	7.5.2 Given a list of changes in the community, identify those that changed the appearance of the community.
	7.5.3 Given a list of changes occurring in the community, choose those that can be stopped and those that cannot be stopped.
	7.5.4 Given a list of changes in the community, make judgments about which are good and which are bad.

Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 7: The learner will demonstrate growth in self-management.

Objectives	Measures
7.6 Manage conflict.	7.6.1 Listen to all points of view when involved in a conflict.
	7.6.2 Talk about personal feelings and listen to expressions of how others feel.
	7.6.3 Talk about her/his actions and objectives when involved in a conflict.
	7.6.4 Role play the resolution of a conflict involving individuals and/or groups, and discuss the importance of two-way communication.
	7.6.5 Given a community problem such as dangerous intersections, suggest ways they could be made safe for pedestrians.
7.7 Resolve appropriate dilemmas.	7.7.1 When confronted with a real or hypothetical situation and asked to make judgments about the best course of action for the individuals or groups involved, explore a number of alternatives, suggest a course of action, and defend the course of action with reasons.
	7.7.2 When judging the best course of action, consider what is best for all parties involved.

SOCIAL STUDIES

Grade Level: 3

Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 8: The learner will participate in group activities.

Objectives	Measures
8.1 Participate in group discussions and planning.	8.1.1 When called upon to solve a problem or make plans with others, initiate ideas.
	8.1.2 When discussing problems or making plans, listen to the ideas of others.
	8.1.3 Compromise for the good of the group.
8.2 Engage in group decision-making.	8.2.1 Vote on making her/his wishes known in some acceptable way.
	8.2.2 Generate alternative courses of action.
	8.2.3 Anticipate consequences of group decisions.
	8.2.4 Suggest ways to determine if the decision is a good one.
8.3 Act upon group decisions.	8.3.1 Accept and carry out assigned tasks.
	8.3.2 Support group decisions after they have been made.
	8.3.3 Accept tasks and express support when not in complete agreement.

GRADES 4-6

Major Emphases

Instruction at this level emphasizes geography, people, and economics, but also relates them to history and government. The students become familiar with the physical make-up of their State, nation, hemisphere, and world. Through a study of representative states, nations or groups of nations, the course focuses on the people of all regions--who they are, how they live, what contributions each makes to the global society.

Grades 4-6 continue the basic "near-to-far" and "near-and-far" content sequence begun in K-3. At this level studies begin with North Carolina and continue with studies of the United States, Canada, Latin America, Europe, and the Soviet Union. In this 4-6 cycle world studies are organized primarily around concepts drawn from the disciplines of geography, economics, and government.

Geographic concepts such as region, land forms, climate, and resources; skills in using a variety of maps, globes, charts, and tables; and development of map reading skills are emphasized. Skills programs at this level extend skills introduced in K-3 and develop new skills--particularly in finding, assembling, and using a variety of sources of information; evaluating such information; and using it to suggest solutions to problems.

In comparing states, nations, and people of different continents, the students learn that there are more similarities than differences among people. They see the contributions made by each world region. Concepts dealing with interdependence, unity, resource use, change and culture, populations, communications, and methods of societal control are additional ideas included at this level.

Concepts of roles, institutions, and cultural conditioners and transmission are central to much of the study in grades 4-6. Students who leave the 4-6 program should understand that people all over the world live and behave as they do for reasons that are rational within their own cultural context.

As a result of the program at this level, students will be able to answer the following key questions about their state, nation, and world:

- Who are the people of this society?
- What is their physical environment?
- How do the people make a living?
- How is their society organized?
- How has their society changed over time?
- What are their values?

Grade Four: North Carolina: The Land and Its People

The fourth grade program is concerned with a study of North Carolina--its geography, its people, and its present status.

The third grade study of communities--how communities change and grow, how they are interdependent, how they are combined to form counties--leads naturally into a study of the State. In the fourth grade, students learn about the physical make-up of their State--its regions, land forms, climate, and resources. The study also focuses on the people of the State--who are they, where they came from, and what they do for a living. From an examination of how people make a living, the students progress to a study of the variety of economic activities in the State and how these activities have changed over time. The study of government focuses on the institutions, functions, and services of government at local (municipal), county, and state levels and examines the ways these governments affect the lives of people. Thus, the fourth grade study examines North Carolina from several regional perspectives --geographic, economic, and political. Overall, the study is of the cultural region of North Carolina. By the use of these regional perspectives, the fourth grade study is extended into successive regional studies in grades 5, 6, and 7.

While the study at the fourth grade level depends heavily on insights from geography, economics, and government, history is emphasized as it helps to explain the present. Insights from sociology and anthropology relating to groups and their behavior and culture are used.

Grade 4 Outline (Knowledge)

THE LEARNER WILL:

1. Know the major physical features of North Carolina (geography).

2. Know that physical geography is a factor in determining where and how people live (geography and history).

3. Know that there are traditional symbols of citizenship (history and political science).

4. Know that laws are made by all levels of government (political science).

5. Know that local, state, and national governments often assist one another in meeting the needs of people (political science).

6. Know the process of a democratic election (political science).

7. Know that in democracies citizens must communicate their wishes to their elected government (political science).

8. Know that elected and appointed officials have authority to act for citizens (political science).

9. Know the importance of acting responsibly as citizens (political science).

10. Know that the system of justice can correct injustices, distribute benefits and burdens fairly, and provide fair procedures for dealing with problems (political science).

11. Know that governments tax citizens (economics and political science).

12. Know the location and use of economic resources in North Carolina (economics and geography).

13. Know that scarce resources are required to produce goods and services (economics).

14. Know that many economic activities in North Carolina are interdependent (economics).

15. Know that there is an unequal distribution of natural resources (economics and geography).

16. Know the importance of natural resources (economics and geography).

17. Know that North Carolina's population is and has been diverse and multi-ethnic (sociology, anthropology, and history).

18. Know that ways of living change over time and understand how these changes occur (sociology, anthropology, and history).

19. Know that change affects the lives of people (sociology, anthropology, and history).

20. Know the influence of ideas and inventions in changing ways of living (sociology, anthropology, history, and economics).

21. Know that North Carolina's past affects the lives of its citizens today (sociology, anthropology, and history).

Grade 4 Outline (Skills)

THE LEARNER WILL:

1. Identify and define problems and suggest ways of solving them.

2. Locate and gather needed information.

3. Evaluate information.

4. Organize and analyze information and draw conclusions.

5. Use maps and globes.

6. Have a sense of time and chronology.

7. Demonstrate growth in self-management.

8. Participate in group activities.

SOCIAL STUDIES

Grade Level: 4 **Skills/Subject Area:** Social Studies/Knowledge

COMPETENCY GOAL 1: The learner will know the major physical features of North Carolina (geography).

Objectives	Measures
1.1 Locate the major landforms and bodies of water in North Carolina.	1.1.1 Given a map of North Carolina, locate and label the major landforms and bodies of water.
	1.1.2 Label the major lakes and rivers of North Carolina on an outline map.
	1.1.3 Explain how the physical environment influences economic activity in various regions of the state.

SOCIAL STUDIES

Grade Level: 4 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 2: The learner will know that physical geography is a factor in determining where and how people live (geography and history).

Objectives	Measures
2.1 Explain how physical geography influences the lives of people.	2.1.1 State the extent to which the physical geography affected the way people lived at various periods in North Carolina's history.
	2.1.2 Given examples of life in Coastal North Carolina in the 1700s, 1800s, and 1900s, explain the part physical geography played in determining the way of life.
	2.1.3 Given examples of life in Piedmont North Carolina in the 1700s, 1800s, and 1900s, explain the part physical geography played in determining the way of life.
	2.1.4 Given examples of life in the mountains of North Carolina in the 1700s, 1800s, and 1900s, explain the part physical geography played in determining the way of life.
	2.1.5 Given photographs of different time periods in North Carolina, identify the approximate period of time and geographic areas involved.
	2.1.6 Given a map, find the best location for an Indian village and give reasons for the choice.
	2.1.7 Given a geographic setting and time period in North Carolina, describe or draw a picture detailing how people lived.

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 2: The learner will know that physical geography is a factor in determining where and how people live (geography and history).

Objectives		Measures
2.2 Identify ways North Carolinians have altered geography.	2.2.1	Given the way people have altered their physical environment, judge what s/he considers to be the most important change and why.
	2.2.2	Brainstorm a list in writing of changes in the physical environment that are the results of economic, political, or technological development.
	2.2.3	Make a collage showing changes in the physical environment and explain orally if the change is a result of economics, politics, technology, or a combination of the three.
	2.2.4	List the impact that paved highways, airplanes, telephones, television, and schools have had on changing the influence of physical geography on the way of life in North Carolina.
	2.2.5	Research and explain how the people of North Carolina have capitalized on the natural resources in the various geographic regions to enhance their way of life.

SOCIAL STUDIES

Grade Level: 4 **Skills/Subject Area:** Social Studies/Knowledge

COMPETENCY GOAL 3: The learner will know that there are traditional symbols of citizenship (history and political science).

Objectives	Measures
3.1 Identify: a. the Governor of North Carolina b. the capitals of North Carolina and the United States c. the flag of North Carolina d. the North Carolina State Seal e. the State song.	3.1.1 Identify the Governor of North Carolina from a group of photographs of famous people. 3.1.2 Identify the capital of North Carolina and the capital of the United States. 3.1.3 Given a picture of the flag of North Carolina, explain the colors, symbols, and dates present. 3.1.4 Draw and explain a facsimile of the North Carolina State Seal. 3.1.5 Identify the State song of North Carolina after hearing it played or sung. 3.1.6 Sing the first verse of the State song.
3.2 Explain the importance of citizenship.	3.2.1 Given information on the symbols of citizenship, explain the significance of such symbols. 3.2.2 Describe symbols of citizenship and tell the history and origin of the symbols. 3.2.3 Brainstorm reasons why symbols of citizenship are important. 3.2.4 Identify state symbols (e.g., state flower, bird, mammal, reptile, rock, gem, tree) and give the significance of each.

SOCIAL STUDIES

Grade Level: 4 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 4: The learner will know that laws are made by all levels of government (political science).

Objectives	Measures
4.1 Identify the three levels of government as local, state, and national.	4.1.1 Distinguish from descriptions of each, among local, state, and national governments.
	4.1.2 Answer questions such as the following: The mayor is an official of which type of government? a. local b. state c. national
	4.1.3 Answer questions such as the following: Which of the following laws is an example of local government responsibilities? a. lease law b. voting age c. marriage law
	4.1.4 Name the chief official of each level of government (e.g., city, county, state, national).
	4.1.5 List the major responsibilities of each level of government on a chart.
4.2 Know the composition of lawmaking bodies at local and state levels.	4.2.1 Describe the relationship of lawmaking bodies at local, state, and national levels to the citizens of North Carolina.
	4.2.2 Determine the qualifications for election to the following: a. city council b. congress c. general assembly d county commissioner

SOCIAL STUDIES

Grade Level: 4 **Skills/Subject Area:** Social Studies/Knowledge

COMPETENCY GOAL 5: The learner will know that local, state, and national governments often assist one another in meeting the needs of people (political science).

Objectives		Measures
5.1 Identify the level of government with the primary responsibility of solving selected problems.	5.1.1	Given a listing of problems, state whether the problem is local, state, or national; or if the problem applies to more than one level of government.
	5.1.2	Write the following governmental services under the appropriate heading: fire protection, schools, highway building, police protection, water and sewer service, air force, social security, army, hospital, health department. Local State National
	5.1.3	Cite examples of how the local, state, and federal governments work together in meeting the needs of the people.
	5.1.4	Draw a picture of a service provided by each level of government and explain the picture to the class.
5.2 Identify examples of cooperation among local and state government.	5.2.1	State examples of cooperation among local and state governments.
	5.2.2	Make a bulletin board depicting cooperation among local and state governments and explain the significance of the cooperation.
	5.2.3	Explain why it is important for the local and state governments to work together cooperatively.

SOCIAL STUDIES

Grade Level: 4 **Skills/Subject Area:** Social Studies/Knowledge

COMPETENCY GOAL 6: The learner will know the process of a democratic election (political science).

Objectives	Measures
6.1 Define terms associated with the electoral process.	6.1.1 Define terms associated with the electoral process, such as candidate, campaign, political party, and general election.
	6.1.2 Answer questions such as the following: Match the following terms with the proper definition. a. candidate b. campaign c. political party d. general election e. primary
	6.1.3 Show an appreciation of the democratic electoral process by participating in class and mock elections.
6.2 Identify ways individuals can influence the electoral process.	6.2.1 Identify constructive ways individuals can influence the electoral process.
	6.2.2 Participate in class or student council election and work actively to get others to participate and vote.
	6.2.3 Write an essay explaining the importance of voting.

Grade Level: 4 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 7: The learner will know that in democracies citizens must communicate their wishes to their elected government (political science).

Objectives	Measures
7.1 Understand the ways by which citizens can influence their elected governments.	7.1.1 Identify means by which citizens can influence their elected governments.
	7.1.2 Role play a concerned citizen presenting a plan of action for improvement to an elected government body.
	7.1.3 Write letters, make phone calls, and/or begin a petition to make her/his wishes known to elected government officials.
7.2 Identify the means which citizens find are most useful in influencing local governing bodies.	7.2.1 Choose from alternatives the means which citizens find are most useful in influencing local governing bodies.
	7.2.2 List means that citizens find useful in influencing local governing bodies, e.g., lobbying, letters to the editor, personal interviews, talking to neighbors, not voting for incumbent office holders.
	7.2.3 Brainstorm ways of influencing governing bodies and compare her/his list with that of others.
	7.2.4 Write an essay on the importance of civic participation.
	7.2.5 Participate in mock elections relative to current issues, and in classroom elections.
	7.2.6 Draw pictures depicting civic participation and explain the pictures.

SOCIAL STUDIES

Grade Level: 4 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 8: The learner will know that elected and appointed officials have the authority to act for citizens (political science).

Objectives	Measures
8.1 Understand how elected officials make decisions for citizens.	8.1.1 Describe how elected officials make decisions for citizens.
	8.1.2 List the type of decisions that elected officials make for citizens.
	8.1.3 Answer questions such as the following: Why do elected and appointed officials have the authority to act for citizens?
8.2 Analyze how effectively elected officials represent their constituents.	8.2.1 State in her/his opinion if specific elected officials are representing the wishes of their constituents.
	8.2.2 Prepare and use an opinionnaire to determine if elected officials are representing the wishes of their constituents.
	8.2.3 Interview local citizens as to how they judge the performance of local officials.

Grade Level: 4

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 8: The learner will know that elected and appointed officials have the authority to act for citizens (political science).

Objectives		Measures	
8.3	Distinguish between elected and appointed officials.	8.3.1	State why some officials are elected and others are appointed.
		8.3.3	State which of the following are most likely to be elected officials and which are most likely to be appointed officials and give her/his reasons. a. Sheriff b. Chief of Police c. Mayor d. District Attorney e. Board of Education f. Parks and Recreation Board g. Fire Chief h. Judge

SOCIAL STUDIES

Grade Level: 4 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 9: The learner will know the importance of acting responsibly as citizens (political science).

	Objectives		Measures
9.1	Recognize responsible courses of action when presented with situations depicting a need to act.	9.1.1	Given a situation depicting a need to act, suggest alternative actions.
		9.1.2	Brainstorm situations that suggest irresponsible actions and suggest alternative corrective actions.
		9.1.3	Compare and contrast actions that are desirable and actions that are undesirable, and suggest how to lessen the effect of undesirable actions.
		9.1.4	Draw and explain scenes that depict responsible and irresponsible actions.
9.2	Describe a variety of ways one can participate in the community.	9.2.1	State why voting by adults is a responsible act of participating in the community.
		9.2.2	Make a bulletin board depicting the benefits derived by adults voting, and explain orally the significance of the bulletin board display.
		9.2.3	List five ways to increase voter turnout.
		9.2.4	List a variety of ways one can participate responsibly in community activities.
		9.2.5	Make a collage depicting what citizens can do to enhance responsible participation in the community.
		9.2.6	Describe the benefits that all citizens derive from obeying laws, voting, and not littering.

Grade Level: 4

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 9: The learner will know the importance of acting responsibly as citizens (political science).

Objectives	Measures
9.3 Distinguish between responsible and irresponsible actions by citizens.	9.3.1 Give examples of responsible and irresponsible actions by citizens.
	9.3.2 Given a series of photographs, explain which photographs represent responsible action by citizens, and which represents irresponsible action by citizens.
	9.3.3 Compare and contrast the results of responsible action by citizens as opposed to irresponsible action by citizens.
	9.3.4 Write a paragraph describing the benefits to the entire community of responsible actions by the citizens.

SOCIAL STUDIES

Grade Level: 4 **Skills/Subject Area:** Social Studies/Knowledge

COMPETENCY GOAL 10: The learner will know that the system of justice can correct injustices, distribute benefits and burdens fairly, and provide fair procedures for dealing with problems (political science).

Objectives	Measures
10.1 Distinguish between fair and unfair laws.	**10.1.1 Given examples of fair and unfair (or just and unjust) laws, explain the differences.**
	10.1.2 Describe laws that have proved to be unjust or unfair.
	10.1.3 Describe laws that have proved to be just and fair.
	10.1.4 Conclude that in order for a law to be fair it must apply equally to all citizens.
10.2 Evaluate fair and unfair procedures for dealing with problems, and conclude which procedures are fair.	**10.2.1 Conclude which procedures are fair or unfair for dealing with a specific problem, (e.g., helping farmers find ways to offset losses due to bad weather).**
	10.2.2 Given a case study involving a fair and an unfair procedure for dealing with a problem, report what differences existed in the way the problem was resolved.
	10.2.3 Compare and contrast procedures for dealing with familiar problems and list those procedures which are fair and unfair.

SOCIAL STUDIES

Grade Level: 4 **Skills/Subject Area:** Social Studies/Knowledge

COMPETENCY GOAL 11: The learner will know that governments tax citizens (economics and political science).

Objectives	Measures
11.1 Identify examples of taxes.	11.1.1 Distinguish between activities that are supported by taxes, and those that are not tax supported.
	11.1.2 Place under the correct heading those activities that are supported by taxes and those that are supported by private funds (e.g., schools, local theaters, highways, restaurants, skating rinks, stores, barber shops). Tax supported Nontax supported a. a. b. b. c. c. d. d.
	11.1.3 Compare and contrast the benefits of tax supported activities.
	11.1.4 When given a list of taxes, describe their purposes.
11.2 Distinguish between local and state taxes.	11.2.1 Distinguish between local and state taxes from a specific listing of various taxes.
	11.2.2 Identify the major sources of local tax revenue (e.g., property tax, privilege taxes).
	11.2.3 Identify the major sources of state tax revenue (e.g., income tax, sales tax).
	11.2.4 Describe the ways local taxes are spent.
	11.2.5 Describe the ways state taxes are spent.
	11.2.6 Categorize taxes as either state or local on a chart.

Grade Level: 4

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 11: The learner will know that governments tax citizens (economics and political science).

Objectives	Measures
11.3 Explain relationships between taxes and governmental services.	11.3.1 Given examples of taxes and governmental services, state the relationships between the two.
	11.3.2 Give examples of the major expenditures of state government (e.g., elementary and secondary education, public assistance programs, highway construction and maintenance, health and hospitals).
	11.3.3 Give examples of the major expenditures of local government (e.g., elementary and secondary education, police and fire protection, water supply and sewer systems, street maintenance, hospitals).
	11.3.4 Give a list of consequences if all taxes were eliminated.

SOCIAL STUDIES

Grade Level: 4 **Skills/Subject Area: Social Studies/Knowledge**

COMPETENCY GOAL 12: The learner will know the location and use of economic resources in North Carolina (geography and economics).

Objectives	Measures
12.1 Categorize the economic resources of North Carolina as natural, human, or capital.	**12.1.1 Given a list of resources of North Carolina, indicate on paper whether the resource is human, natural, or capital.**
	12.1.2 List what products are likely to be manufactured in a region given the human, natural, and capital resources of the region.
	12.1.3 Discuss the idea that due to unequal distribution, intra as well as interstate trade is essential to maintain a high standard of living.
	12.1.4 Make a display representing the three types of resources.
12.2 Identify economic resources found in North Carolina.	**12.2.1 Given a list of economic resources, locate them on a resource map of North Carolina.**
	12.2.2 Determine the type of employment opportunities that are available in different regions of North Carolina, using a variety of sources.
	12.2.3 Predict what type of economic activities will likely be carried on in a given region, (e.g., much good land and great supply of unskilled labor--agricultural activities, area of great capital and capital investment plus highly trained people--manufacturing and high tech industry).

Grade Level: 4

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 12: The learner will know the location and use of economic resources in North Carolina (geography and economics).

Objectives	Measures
12.3 Suggest the use being made of natural resources in North Carolina.	12.3.1 Given a list of natural resources in North Carolina, suggest what uses are being made or not being made of particular natural resources.
	12.3.2 Compare the relationships among natural resources, people's needs, and work that is done.
	12.3.3 Suggest reasons why some natural resources are under-utilized and other over-utilized [e.g., (a) transportation system not adequate for getting produce to the market place, (b) the demand for the product does not justify the investment needed for production, (c) the pollution of rivers, land, and air because it is a relatively inexpensive means of waste disposal].
12.4 Identify relationships among the location of labor supplies, production plants, and transportation facilities in North Carolina.	12.4.1 Given the demographics of a region, identify relationships among natural resources, labor supplies, production plants and transportation facilities in North Carolina.
	12.4.2 Brainstorm the factors that contribute to the location of a production plant in a particular place (i.e., the nearness of the major resource to be used in production).
	12.4.3 Analyze the quantity and quality of the labor force in a particular region and discuss the impact the labor force will have on the type of economic activity carried on in that region.
	12.4.4 Determine if the transportation system will hinder or enhance economic development in a given region and report to the class.

SOCIAL STUDIES

Grade Level: 4 **Skills/Subject Area:** Social Studies/Knowledge

COMPETENCY GOAL 13: The learner will know that scarce resources are required to produce goods and services (economics).

Objectives	Measures
13.1 Identify economic resources needed to produce a particular good or service.	13.1.1 Given a list of economic resources, identify those resources which are needed to produce a particular good or service.
	13.1.2 Identify the economic resources needed to produce various items in the classroom (i.e., pencil sharpener, bulletin board, desk, aquarium).
	13.1.3 Explain the source and location of the natural resources needed to produce the items found in the classroom.
13.2 Identify the scarce resource(s) in the production of a particular good or service.	13.2.1 Given a list of economic resources needed to produce a finished product, identify the scarce resource(s) involved in the production of a good.
	13.2.2 Given the resources needed to produce cigarettes, list the scarce resources involved (e.g., land, tobacco, labor, transportation, paper, tractor, fertilizer, insecticide).
	13.2.3 Given the resources needed to produce a towel or bedsheet, identify the scarce resources involved (e.g., land, seed, water, insecticide, tractor, textile machinery, transportation).

Grade Level: 4

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 13: The learner will know that scarce resources are required to produce goods and services (economics).

Objectives	Measures
13.3 Identify the opportunity cost in an economic decision.	13.3.1 Define "opportunity cost."
	13.3.2 Given a list of five desirable items, choose the one most desired and explain that the second item most desired is the opportunity cost.
	13.3.3 Explain that every decision involves an opportunity cost (e.g., to attend a basketball game or go to a movie that is scheduled at the same time; the learner will explain that the one not chosen is the opportunity cost).
	13.3.4 Respond to the following situation: Given a list of several items that cost approximately $10.00 each, and s/he has only $10.00 to spend, make a choice and explain the opportunity cost involved (the second most desired item is the opportunity cost).

SOCIAL STUDIES

Grade Level: 4 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 14: The learner will know that many economic activities in North Carolina are interdependent (economics).

Objectives	Measures
14.1 Identify examples of economic interdependence in the economy of North Carolina.	14.1.1 Identify examples of economic interdependence in North Carolina from a list.
	14.1.2 Given a description of brick production in North Carolina, state the dependence the brick industry has on other suppliers of economic resources (e.g., utility companies, producers of heavy machinery, trucks).
	14.1.3 Given a selected listing of manufactured goods in North Carolina and a listing of the resources needed in the production of the goods, make a poster showing which resources must be imported.
14.2 Know examples of interdependence with other businesses or industries.	14.2.1 Given a description of the activity of a familiar business or industry, cite examples of interdependence among the businesses.
	14.2.2 Given a description of the process involved in getting milk from the dairy to the grocery store, describe all people and resources involved in the chain of events (the same may be done for any number of businesses).

Grade Level: 4

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 14: The learner will know that many economic activities in North Carolina are interdependent (economics).

Objectives	Measures
14.3 Know examples of economic interdependence between North Carolina and other states.	14.3.1 Given a list of goods imported to North Carolina from other states, and a listing of of goods exported from North Carolina to other states, cite examples of interdependence between North Carolina and other states.
	14.3.2 Make a bulletin board showing products that are exported from North Carolina to other states (e.g., tobacco products, lumber and wood products, bricks, textile products, paper and related products).
	14.3.3 Make a bulletin board showing products that are imported to North Carolina from other states (e.g., citrus fruits, television sets, computers, automobiles, and farm equipment).
	14.3.4 Select from a group of pictures those agricultural and manufactured products that are exported from North Carolina to other states.
14.4 Know examples of economic interdependence between North Carolina and other nations.	14.4.1 Given a listing of goods imported to North Carolina from other nations, and a listing of goods exported to other nations from North Carolina, cite examples of interdependence between North Carolina and other nations.
	14.4.2 Make a bulletin board showing products that are exported from North Carolina to other nations.
	14.4.3 Make a bulletin board showing products that are imported to North Carolina from other nations.
	14.4.4 Make a classroom display of products either imported to or exported from North Carolina to other nations and match the product with its place of origin.

SOCIAL STUDIES

Grade Level: 4 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 15: The learner will know that there is an unequal distribution of natural resources (economics and geography).

Objectives	Measures
15.1 Know the areas of North Carolina best suited for agriculture and the areas best suited for industry.	15.1.1 Given a physical/resource map of North Carolina, indicate the areas best suited for different economic activities.
	15.1.2 Locate on a map the areas of North Carolina best suited for textile mills and explain why (e.g., close to source of water, ample supply of labor, close to raw materials needed for production).
	15.1.3 Locate on a map sections of North Carolina best suited for farming and explain why (e.g., type of soil, climatic conditions, labor/supply, transportation system).
	15.1.4 Given a physical/resource map, indicate the areas of North Carolina best suited for industry (consider the factors of production in arriving at a decision--natural resources, labor-people, capital-goods that have been produced to be used in further production, and capital investment-money).
	15.1.5 Locate on a map the geographic regions that produce the most income from each of the following: a. agriculture b. tourism c. manufacturing

Grade Level: 4

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 15: The learner will know that there is an unequal distribution of natural resources (economics and geography).

Objectives	Measures
15.2 Locate quantities of natural resources in North Carolina.	15.2.1 Label on a North Carolina map locations of the following resources: a. precious metals b. forest resources c. mineral resources
	15.2.2 Write a paragraph giving reasons why certain types of economic activities will be carried on in a region that has: a. quantities of forest resources b. quantities of precious metals c. quantities of mineral resources
	15.2.3 Draw a resource map and color code areas where there are quantities of: a. forest resources b. precious metals c. mineral resources

SOCIAL STUDIES

Grade Level: 4 **Skills/Subject Area: Social Studies/Knowledge**

COMPETENCY GOAL 16: The learner will know the importance of natural resources (economics and geography).

Objectives	Measures
16.1 Predict the consequences of overconsumption of nonrenewable resources.	16.1.1 Given a case study of the overconsumption of a nonrenewable resource, predict the logical consequence of such overconsumption (e.g., what happens when there is not sufficient oil to heat homes, operate factories, run cars).
	16.1.2 Define the term "nonrenewable resource."
	16.1.3 List resources that are renewable and those that are nonrenewable, e.g., **Renewable** a. forest b. water **Nonrenewable** a. oil (fossil fuels) b. air
	16.1.4 Identify resources that may be renewed and/or recycled (e.g., aluminum, paper).
16.2 Suggest causes and effects and alternatives to, the pollution of resources.	16.2.1 Given a case study of pollution of resources, sequence the reasons or causes of the pollution.
	16.2.2 Suggest alternatives for resources that are scarce (e.g., wood or coal for oil, synthetic rubber for natural rubber).
	16.2.3 Suggest ways of renewing or recycling polluted resources (e.g., replanting trees, removing pollutants from air and water through chemical and mechanical means, recycling metals, restocking rivers and land with fish and animals).

Grade Level: 4 **Skills/Subject Area:** Social Studies/Knowledge

COMPETENCY GOAL 17: The learner will know that North Carolina's population is and has been diverse and multi-ethnic (sociology, anthropology, and history).

Objectives	Measures
17.1 Identify the major locations of Indian groups in North Carolina.	17.1.1 Identify the location of Indian groups by geographical regions (Mountains, Piedmont, Coastal Plain) on an outline map.
	17.1.2 Indicate on a map the primary habitat of the following Indian groups: a. Cherokee b. Lumbee c. Haliwa d. Coharie e. Waccamaw-Siouan
17.2 Describe how the Indians aided Europeans in adjusting to a new environment.	17.2.1 Explain the survival skills that the Indians taught the European settlers.
	17.2.2 Role play or give an example of how Indians aided Europeans in adjusting to a new environment.
	17.2.3 Compare and contrast the way an Indian and a European would deal with the same problem, (e.g., the search for housing, securing food).
17.3 Describe the houses, religious practices, manner of dress, and crafts of the various Indian groups.	17.3.1 Perform skits, simulations, or draw pictures that depict the culture of the various Indian groups.
	17.3.2 Build models of houses of the Indian groups and be able to explain the differences.
	17.3.3 Given pictures of the various Indian groups, identify the name of the Indian group pictured.

Grade Level: 4

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 17: The learner will know that North Carolina's population is and has been diverse and multi-ethnic (sociology, anthropology, and history).

Objectives	Measures
17.4 Identify the origin of the major ethnic groups that settled in North Carolina.	17.4.1 Identify the origin of major ethnic groups in North Carolina by using a world map.
	17.4.2 Identify the origin of the following groups on a map: a. English b. German c. African d. Swiss e. Scottish f. Scotch-Irish
	17.4.3 Given maps and information, locate where the major ethnic groups settled in North Carolina.
17.5 Describe the influence that ethnic groups had/have on the culture and customs of North Carolina.	17.5.1 Given pictures of various architectural styles in North Carolina, identify the influence that one or more ethnic groups had on the style (i.e., Tryon Palace, Old Salem, Biltmore House).
	17.5.2 Given a listing of the names of geographic features such as rivers, mountains, or lakes, identify the ethnic group that originated the name.
	17.5.3 Given a listing of foods, dances, and religious practices of major ethnic groups, identify the ethnic group that originated its usage in North Carolina.

Grade Level: 4 **Skills/Subject Area:** Social Studies/Knowledge

COMPETENCY GOAL 18: The learner will know that ways of living change over time and will understand how and why these changes occur (sociology, anthropology, and history).

Objectives	Measures
18.1 Identify changes which have occurred in North Carolina.	18.1.1 Given a series of photographs depicting changes in ways of living in North Carolina, describe the changes that have taken place and the possible consequences of these changes.
	18.1.2 Draw a picture depicting what s/he believes to be the most significant change to have taken place in North Carolina and then describe the picture and explain her/his reasoning.
	18.1.3 Answer questions such as the following: In which of the following ways have people changed their physical environment to help them travel from place to place faster? a. People have built large highways that crisscross the state of North Carolina. b. People have designed cars which can travel at high rates of speed. c. People have made automobiles cheap enough to be affordable. d. People have developed standardized safety rules for the highways.

Grade Level: 4

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 18: The learner will know that ways of living change over time and how and why these changes occur (sociology, anthropology, and history).

Objectives	Measures
18.2 Explain the reasons for changes in North Carolina.	18.2.1 Given examples of changes in North Carolina, compare and contrast the benefits of the changes (e.g., dirt roads to paved state roads and interstate highways, mule and plow, to mechanized farming, one room schools to consolidated schools).
	18.2.2 Write a cause and effect paragraph explaining the reasons for a change in North Carolina.
	18.2.3 Given examples of changes in North Carolina, give reasons for the change or select reasons for the change from a predetermined list.
18.3 Identify the effects of changes which have occurred in North Carolina.	18.3.1 Given examples of changes in North Carolina, as they relate to dress, housing, work, transportation, education, or technology, draw conclusions as to the positive or negative effects of the changes.
	18.3.2 Given a list of changes which have occurred in North Carolina and a separate list of effects of those changes, match each change with the effect of that change.
	18.3.3 Compare and contrast ways of living in North Carolina before and after an important change occurred.

SOCIAL STUDIES

Grade Level: 4 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 19: The learner will know that change affects the lives of people (sociology, anthropology, and history).

Objectives	Measures
19.1 Recognize the most logical result(s) of change in North Carolina.	19.1.1 Given a list of the projected population of selected areas of North Carolina in 1999, predict if there will be more or less demand for housing, schools, hospitals, and stores. 19.1.2 Draw a picture illustrating the effect(s) of an influx of industry to Western North Carolina and explain the picture. 19.1.3 Respond correctly to the following: Select the statement that best describes the results of having a new factory locate in your town or region. a. more jobs b. increased population c. fewer jobs d. decreased population e. a & b f. c & d

Grade Level: 4

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 19: The learner will know that change affects the lives of people (sociology, anthropology, and history).

Objectives	Measures
19.2 Predict logical effects of change on the lives of the people of North Carolina.	19.2.1 Given information relative to increased imports of foreign textile products, give reports as to how this will impact on employment opportunities in North Carolina.
	19.2.2 Predict the impact of technological change in North Carolina (e.g., computers, nuclear energy, telecommunication).
	19.2.3 Make a list and discuss the possible consequences of acid rain, increased mechanization on farms and in industry, and/or antismoking legislation.
	19.2.4 Discuss and predict the effect of change in the lives of the people of North Carolina as a result of water, air, and land pollution.
	19.2.5 Predict the logical effects of technological change on the people of North Carolina.
	19.2.6 Discuss the most logical effects of a decrease in the supply of farmland on the lives of the people of North Carolina.

Grade Level: 4

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 19: The learner will know that change affects the lives of people (sociology, anthropology, and history).

Objectives	Measures
19.3 Know that change can be political, social, economic, or geographic in nature.	19.3.1 Given a listing of changes that have occurred in North Carolina, indicate if the change was motivated by political, social, geographic, or economic concerns, or a combination of these (e.g., congressional redistricting, civil rights laws, mining laws, cigarette taxes, compulsory school attendance).
	19.3.2 Given an example of a geographic change in North Carolina, identify the impact of this change on the following areas: a. economic b. political c. social
	19.3.3 Identify the following changes as being primarily political, economic, or social: a. closing of a factory b. decline in population c. lowering of the voting age

SOCIAL STUDIES

Grade Level: 4 **Skills/Subject Area:** Social Studies/Knowledge

COMPETENCY GOAL 20: The learner will know the influence of ideas and inventions in changing ways of living (sociology, anthropology, history, and economics).

Objectives	Measures
20.1 Describe the changes made in ways of living in North Carolina.	20.1.1 Compare the time it takes for her/him to move 150 miles by automobile in North Carolina to the amount of time it would have taken a girl/boy to move the same distance by horse and buggy 100 years ago.
	20.1.2 Compare and contrast the ways in which s/he is entertained and informed by television with the ways girls/boys were entertained and informed 150 years ago in North Carolina.
	20.1.3 Keep a diary of all daily activities for a complete day and compare and contrast it with a day in the life of a girl/boy 150 years ago in North Carolina.
20.2 Cite reasons for resistance to these changes in ways of living in North Carolina.	20.2.1 Brainstorm reasons why some people are resistant to change and make a list of those reasons.
	20.2.2 Cite reasons why a buggy maker might have been opposed to the invention of the automobile.
	20.2.3 Cite reasons why a lamp lighter might have been opposed to electric street lights.
	20.2.4 Cite reasons why those who work at radio stations might have been opposed to the invention of the television.
	20.2.5 Cite what people who are displaced in the work force by new inventions can do to lessen the impact of changes on their way of life.

Grade Level: 4 Page 2

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 20: The learner will know the influence of ideas and inventions in changing ways of living (sociology, anthropology, history, and economics).

Objectives	Measures
20.3 Cite both positive and negative effects of changes in ways of living in North Carolina.	20.3.1 Identify specific changes in ways of living from a selected group of photographs showing scenes from the present and the past.
	20.3.2 State the positive and negative effects of changes (e.g., the invention of television) on ways of living. Positive effect(s) Negative effect(s)
	20.3.3 Write a paragraph about future changes and the impact those changes will have on ways of living in North Carolina.
20.4 Evaluate the influence of inventions on increasing economic interdependence.	20.4.1 Define the term "economic interdependence" and give examples.
	20.4.2 List some of the people and resources needed to provide her/him with the everyday necessities of life (e.g., pencil, paper, electric power, television, telephone).
	20.4.3 Indicate how modern day inventions have made life better.
20.5 Assess the effect of an invention on one's personal life.	20.5.1 Write two paragraphs describing how her/his life is different from that of a girl/boy who lived in North Carolina 100 years ago.
	20.5.2 Draw a picture of her/his bedroom and compare it with the bedroom of a girl/boy who lived in North Carolina 150 years ago.
	20.5.3 Given a photograph of a school classroom in North Carolina 100 years ago, make a list of items in her/his classroom that girls/boys in North Carolina did not have long ago.

SOCIAL STUDIES

Grade Level: 4 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 21: The learner will know that the past of North Carolina affects the lives of its citizens today (sociology, anthropology, and history).

Objectives	Measures
21.1 Identify causes from the past of a significant North Carolina event.	21.1.1 Given a case study of a significant North Carolina event, explain the major causes of the event.
	21.1.2 Identify causes in the past of a significant North Carolina event (e.g., the Wright Brothers' flight at Kitty Hawk, North Carolina; the creation of the Research Triangle).
	21.1.3 Identify from a list of events those that led to the passage of the Safe Roads Act.
	21.1.4 State the causes of the Civil War as they relate to North Carolina.
21.2 Identify the influence of an important event in North Carolina's past on present ways of living.	21.2.1 Given data relative to highway construction in North Carolina, draw conclusions on the effect that highways have had on agriculture, tourism, and business development in North Carolina.
	21.2.2 Analyze from the perspective of a citizen in North Carolina today, the influence of the Wright Brothers' flight on their lives.
	21.2.3 Indicate the influence of North Carolina's signing of the Declaration of Independence on a citizen today.

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 21: The learner will know that the past of North Carolina affects the lives of its citizens today (sociology, anthropology, and history).

Objectives	Measures
21.3 Know that the influence of an event in North Carolina's past can affect the political, economic, or social life of its citizens today.	21.3.1 Given examples of major changes in laws, such as the Child Restraint Law or the Safe Roads Act, explain whether the changes were made due to political, economic, or social reasons, or a combination of the three.
	21.3.2 Answer questions such as the following: The most significant influence of the establishment of the University of North Carolina on the lives of the citizens of North Carolina today has been in which of the following area(s)? a. economic b. social c. political d. combination of a, b, and c
	21.3.3 Answer questions such as the following: The most significant influence of R. J. Reynolds building his first tobacco factory in Winston Salem on the lives of the citizens of North Carolina today is: a. economic b. social c. political d. combination of a, b, and c
	21.3.4 Answer questions such as the following: The most significant influence of the Emancipation Proclamation on the lives of the people of North Carolina was in which of the following areas: a. economic b. social c. political d. a combination of a, b, and c

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 21: The learner will know that the past of North Carolina affects the lives of its citizens today (sociology, anthropology, and history).

Objectives	Measures
	21.3.5 Explain in writing whether the causes of the Revolutionary War were due to political, economic, or social reasons, or a combination of the three.

SOCIAL STUDIES

Grade Level: 4 Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 1: The learner will identify and define problems and suggest ways of solving them.

Objectives	Measures
1.1 Recognize that a problem exists.	1.1.1 Given the problem of idle workers in the North Carolina textile industry, define the terms of the problem (e.g., unemployment, inability of parents to pay for necessities, fewer vacation trips, and less spending allowances).
	1.1.2 Given the problem of extremely dry weather during the growing season, define the terms of the tobacco farmers' problems (e.g., poor quality of product, less or no profits, high cost of irrigation, high interest loans).
1.2 Identify viewpoints of parties to a problem.	1.2.1 Given the problem of idle textile mills, identify the basic views of the workers, mill owners, and consumers (e.g., workers want higher wages, mill owners want tariff protection, and consumers want lower prices).
	1.2.2 Given the problem of acid rain, recognize the basic views of the operators of utilities that burn coal, tree farmers and sports persons (e.g., Utilities use cheap coal. Acid rain destroys trees and fish.).
1.3 Identify value conflicts inherent in a problem.	1.3.1 Given the problem of idle textile mills, identify basic value conflicts between owners and importers (e.g., high hourly wages vs. low hourly wages and standards of living).
	1.3.2 Given the problem of acid rain, identify value conflicts between economic interests and environmental interests.

Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 1: The learner will identify and define problems and suggest ways of solving them.

Objectives		Measures
1.4 Determine methods for finding the most reasonable solution to a problem.	1.4.1	Given the data on foreign imports of textiles, set up a tentative solution to the problem of unemployment in the textile industry (i.e., the government should limit foreign imports).
	1.4.2	Given the problem of acid rain, set up a tentative solution (i.e., controls of certain industry smokestacks would cut down on acid rain).
1.5 Suggest possible consequences of various courses of action.	1.5.1	Suggest what consequences will result if there is government control on textile imports, (i.e., the textile industry will improve and there will be more government control of the industry).
	1.5.2	Suggest what consequence will result if smokestacks are equipped with pollution controls, (i.e., cost of products will rise, acid rain will diminish).

SOCIAL STUDIES

Grade Level: 4 **Skills/Subject Area: Social Studies/Skills**

COMPETENCY GOAL 2: The learner will locate and gather information.

Objectives	Measures	
2.1 Choose appropriate reference books and sources.	**2.1.1**	**When given unfamiliar terms, use dictionaries and glossaries.**
	2.1.2	**Use specialized reference books such as atlases and encyclopedias to locate information about specific groups, countries, and regions.**
	2.1.3	**Use card catalogues and readers' guides to find information from a variety of sources.**
2.2 Collect information through interviews.	**2.2.1**	**When preparing to interview a specific person for a specific purpose, prepare appropriate questions.**
	2.2.2	**Report orally, in writing, or by tape recorded interviews.**
2.3 Collect information using surveys and and questionnaires.	**2.3.1**	**Prepare a questionnaire/survey either individually or cooperatively.**
	2.3.2	**Compile information collected with surveys and questionnaires.**
2.4 Read charts, graphs, and time lines in a variety of sources.	**2.4.1**	**When given tables, charts, graphs, and time lines, answer specific questions using available information.**

SOCIAL STUDIES

Grade Level: 4 Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 3: The learner will evaluate information.

Objectives	Measures
3.1 Check new data against information from other sources.	**3.1.1 When given new or unfamiliar information, verify it using additional texts and reference books.**
3.2 Identify emotional words.	**3.2.1 When given a list of descriptive words, identify those which convey emotion.**
	3.2.2 When given a passage or article to read, identify emotional words and phrases.
3.3 Identify evidence of propaganda.	**3.3.1 Given a political sign or television statement, indicate those statements which tend to use such tactics as the "bandwagon," "name-calling," or "broad and vague statements."**
	3.3.2 Using a local newspaper, cut out and identify advertisements that contain propaganda and give an example of a "testimonial."
3.4 Determine completeness and inconsistencies in data.	**3.4.1 When given information related to a specific topic from different sources, identify similarities and differences.**
	3.4.2 When given information about a familiar topic, make subjective judgments about the need for additional information.
	3.4.3 Given a speech of a political person who promises prosperity for everyone, detect those promises that might be impossible for one person to carry out.
	3.4.4 Given a political statement on a public issue, indicate the lack of information on one side or the other of the issue.

SOCIAL STUDIES

Grade Level: 4 **Skills/Subject Area:** Social Studies/Skills

COMPETENCY GOAL 4: The learner will organize and analyze information and draw conclusions.

Objectives		Measures
4.1 Organize information.	4.1.1	Take notes on information found in newspapers and other sources gathered.
	4.1.2	Construct an outline, placing ideas in order.
	4.1.3	Define the pertinent topic.
	4.1.4	Write a summary of the ideas in her/his own words.
4.2 Analyze information.	4.2.1	Given data and percentages related to line items in a city budget,construct a circle and/or bar graph.
	4.2.2	Given the data on the circle graph, draw inferences (e.g., the city council doesn't think recreation is important since it has a very low budget).

Grade Level: 4

Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 4: The learner will organize and analyze information and draw conclusions.

Objectives	Measures
4.3 Draw conclusions.	4.3.1 Present evidence for both sides of an argument.
	4.3.2 When given additional information, revise generalizations, inferences, and conclusions.
	4.3.3 Define a problem.
	4.3.4 Recognize and list available alternatives for specific problems.
	4.3.5 State criteria for deciding.
	4.3.6 When given a list of alternatives, predict consequences for each alternative.
	4.3.7 List arguments for and against each alternative.
	4.3.8 When given a list of alternative courses of action for a particular problem, choose a course of action that is likely to succeed.

SOCIAL STUDIES

Grade Level: 4 **Skills/Subject Area:** Social Studies/Skills

COMPETENCY GOAL 5: The learner will use maps and globes.

Objectives		Measures
5.1 Orient maps and note directions.	5.1.1	Orient the desk outline map, textbook map, and atlas maps to North Carolina.
	5.1.2	Use parallels and meridians in determining direction correctly.
	5.1.3	Describe the relative location of two places using directional terms such as north or northeast.
5.2 Locate places on maps and globes.	5.2.1	Relate the latitudes to the northern and southern boundaries of North Carolina.
	5.2.2	Use a number and key system to locate places of interest in North Carolina on the highway map.
	5.2.3	Use latitude and longitude to locate historical sites and other important places on a North Carolina map.
5.3 Use a scale and compute distances.	5.3.1	Determine route(s) of shortest distance between Raleigh and Charlotte using the scale of miles.
	5.3.2	Explain why, given maps of different scales, that a smaller scale must be used to map larger areas.
	5.3.3	Compute the distance between Raleigh and Siler City on maps of different scales.

Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 5: The learner will use maps and globes.

Objectives	Measures
5.4 Interpret map symbols.	5.4.1 Recognize symbols for county boundaries and county seats.
	5.4.2 Identify the elevation of Mount Mitchell on a color contour map.
	5.4.3 Use legends on a North Carolina road map.
	5.4.4 Recognize symbols for interstate highways on a North Carolina road map.
5.5 Draw inferences from maps.	5.5.1 Suggest, given a map which includes the the city of Fayetteville, geographic factors which contributed to its development (e.g., navigability of the Cape Fear River).
	5.5.2 Compare a North Carolina road map with a standard wall map of North Carolina; combine the data on them and make accurate inferences about specific areas of the state.
	5.5.3 Suggest economic activity and ways of living in a given area of North Carolina, when given a physical detail and the latitude on the map.
	5.5.4 Explain the significance of relative location of North Carolina for national policies (i.e., conservation).
	5.5.5 Identify geographic factors influencing the Greater Greensboro Open Golf Tournament.

SOCIAL STUDIES

Grade Level: 4 **Skills/Subject Area:** Social Studies/Skills

COMPETENCY GOAL 6: The learner will have a sense of time and chronology.

Objectives	Measures
6.1 Demonstrate an understanding of the time system and the calendar.	6.1.1 Use correctly such definite time concepts as second, minute, decade, and century when describing events.
	6.1.2 Associate months with seasons of the year in the northern and southern hemispheres.
	6.1.3 Translate dates into centuries.
6.2 Demonstrate an understanding of the chronological sequence of events.	6.2.1 Compute the length of time between two given dates.
	6.2.2 Construct a simple time line representing a series of events.

SOCIAL STUDIES

Grade Level: 4 Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 7: The learner will demonstrate growth in self-management.

Objectives		Measures
7.1 Decrease self-centered perceptions.	7.1.1	Describe the feelings of other people in given situations.
	7.1.2	Accept as legitimate the dissimilar views of people different from her/himself.
7.2 Decrease group-centered perceptions.	7.2.1	Given unfair statements about a group, recognize inaccurate information.
	7.2.2	Accept the views of others including those that are dissimilar.
7.3 Decrease stereotypic perceptions.	7.3.1	When given a list of statements about a particular group or individual, identify those that are stereotypic.
	7.3.2	Spontaneously qualify statements using words such as "some," "many," "various," "often," or "sometime."
7.4 Increase the ability to empathize.	7.4.1	Compose accurate diary entries of letters for hypothetical persons in remote times and places.
	7.4.2	Given an account of a tragedy, describe the feelings of the victims.
	7.4.3	When given a description of the actions of others, make objective judgments about how the people must feel.

Grade Level: 4

Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 7: The learner will demonstrate growth in self-management.

Objectives	Measures
7.5 Increase the ability to accept diversity.	7.5.1 Given a series of photographs of restaurants in a local town or neighboring city, identify examples of diversity.
	7.5.2 Identify examples of cultural diversity within our society.
	7.5.3 After viewing a film on sub-cultures in North Carolina, use nonjudgmental terms to describe examples of behavioral and cultural diversity.
7.6 Increase the ability to accept change.	7.6.1 Given photographs of transportation scenes from now and long ago, recognize side-effects (ramifications) of change.
	7.6.2 Given the fact of decreasing farm land and increasing land development in North Carolina, evaluate the positive and negative effects of change in terms of the well-being of the community.
7.7 Increase the ability to resolve conflict.	7.7.1 Express her/his feelings when involved in a conflict.
	7.7.2 Listen to the concerns and feelings of others.
	7.7.3 Confine remarks and descriptions to her/his feelings and behavior.
	7.7.4 Compromise in order to reach a solution.

Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 7: The learner will demonstrate growth in self-management.

Objectives	Measures
7.8 Resolve dilemmas.	7.8.1 When confronted with real or hypothetical situations and asked to make judgments about the best course of action for the individuals or groups involved, explore a number of alternatives, suggest a course of action, and defend the course of action with reasons.
	7.8.2 When judging the best course of action, consider what is best for all parties involved.

SOCIAL STUDIES

Grade Level: 4 Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 8: The learner will participate in group activities.

Objectives	Measures
8.1 Participate in group discussion and planning.	8.1.1 When called upon to solve a problem or make plans with others, initiate ideas.
	8.1.2 When discussing problems or making plans, listen to the ideas of others.
	8.1.3 Compromise for the good of the group.
8.2 Engage in group decision-making.	8.2.1 Vote or make her/his wishes known in some acceptable way.
	8.2.2 Generate alternative courses of action.
	8.2.3 Anticipate consequences of group decisions.
	8.2.4 Suggest ways to determine if the decision is a good one.
8.3 Act upon group decisions.	8.3.1 Accept and carry out assignment tasks.
	8.3.2 Support group decisions after they have been made.
	8.3.3 Accept tasks and express support when not in complete agreement.

Grade Five: The Western Hemisphere: The United States, Canada, and Latin America

Like the approach to North Carolina study at grade four, the study of the Western Hemisphere is based on cultural geography. While it is appropriate to draw upon historical data in this study, this is not intended to be a chronological history of the United States or any other country in the western hemisphere. The major aim of this fifth grade study is to describe the variety of cultures in the western hemisphere and the basis for this variety.

The year's work is organized around five basic questions which can be asked of each area studied: (1) Who are the people of this society? (2) What is the physical environment in which the people live? (3) How do the people make a living? (4) How is their society organized? and (5) What are their values?

While approximately one-half of the fifth grade program is devoted to studies of countries other than the United States, no attempt should be made to include all the countries of North, Central, and South America. The study of Canada may logically follow that of the United States. Latin American countries selected for emphasis may be chosen on the basis of their comparative and contrasting qualities--ethnic make-up, geography, use of resources, and the influence of these factors on economic and cultural development.

The social studies program at the fifth grade level finds its basis in the discipline of geography. Other disciplines receiving heavy emphasis are economics and government. History is emphasized as it helps to explain the present of the societies studied. Insights from anthropology and sociology relating to culture and groups and their behavior are also used.

Grade 5 Outline (Knowledge)

THE LEARNER WILL:

1. Know the major physical features of the United States, Canada, and Latin America (geography).

2. Know that physical geography is a factor in determining where and how people live (geography).

3. Know there are traditional symbols of citizenship (political science).

4. Know that laws in the United States are made by local, state, and national governments (political science).

5. Know that in democracies, citizens communicate their wishes to their elected governments (political science).

6. Know the need for legitimate authority and for persons in roles of authority (political science).

7. Know the benefits and burdens of responsibility (political science).

8. Know that the system of justice can correct wrongs, distribute benefits and burdens fairly, and provide fair procedures for dealing with problems (political science).

9. Know the location and use of economic resources in the United States, Canada, and Latin America (economics).

10. Know that there is an unequal distribution of natural resources (geography and economics).

11. Know the importance of natural resources (geography and economics).

12. Know characteristics of economic systems in the United States, Canada, and Latin America (economics).

13. Know the basic attributes of the economic system of the United States (economics and political science).

14. Know the difference between developed and developing economic regions (economics and geography).

15. Know the economic problems of developing regions in the western hemisphere (economics).

16. Know that the economies of the United States and Latin America are interdependent (economics).

17. Know that while each individual is unique, similarities among people are greater than differences (sociology and anthropology).

18. Know the roles of individuals and groups in the United States, Canada, and the nations of Latin America (sociology and anthropology).

19. Know the basic social institutions and how these institutions serve the societies of Canada, the United States, and Latin America (sociology and anthropology).

20. Know that ways of living change over time and understand why and how these changes occur (history).

21. Know that change affects the lives of people (history, sociology, and anthropology).

22. Know that the histories of the United States, Canada, and Latin American nations affect the lives of people today (history and political science).

23. Know the influence of ideas and inventions in changing ways of living (sociology, anthropology, history, and economics).

Grade 5 Outline (Skills)

THE LEARNER WILL:

1. Identify and define problems and suggest ways of solving them.
2. Locate and gather needed information.
3. Evaluate information.
4. Organize and analyze information and draw conclusions.
5. Use maps and globes.
6. Have a sense of time and chronology.
7. Demonstrate growth in self-management.
8. Participate effectively in groups.

SOCIAL STUDIES

Grade Level: 5 **Skills/Subject Area:** Social Studies/Knowledge

COMPETENCY GOAL 1: The learner will know the major physical features of the United States, Canada, and Latin America (geography).

Objectives		Measures	
1.1	Know the major landforms and bodies of water of the United States, Canada, and/or Latin America.	1.1.1	Given a map of the United States, Canada, and/or Latin America, determine the location of major landforms and bodies of water.
		1.1.2	Answer questions such as the following: The Patagonia is located primarily in which of the following regions of South America? a. North b. South c. East d. West
		1.1.3	Point out on a classroom wall map the major landforms and bodies of water in the United States, Canada, and/or Latin America.
		1.1.4	Design an imaginary treasure hunt using landforms and bodies of water in the Western Hemisphere.
		1.1.5	Make a shoe box diorama of a landform of the United States, Canada, and/or Latin America.

SOCIAL STUDIES

Grade Level: 5 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 2: The learner will know that physical geography is a factor in determining where and how people live (geography).

Objectives	Measures
2.1 Explain how physical geography influences the lives of people.	2.1.1 State the extent to which physical geography affected the way people lived at various periods in the United States/Canadian and/or Latin American history.
	2.1.2 Given a geographic setting and time period in the Western Hemisphere, describe or draw a picture detailing how people lived.
	2.1.3 Given examples of life in the United States in the 1700s, 1800s, and 1900s, explain the part physical geography played in determining the way of life.
	2.1.4 Given examples of life in Canada in the 1700s, 1800s, and 1900s, explain the part physical geography played in determining the way of life.
2.2 Identify ways people in the Western Hemisphere have adapted to their physical environment.	2.2.1 List ways people adapt to their physical environment.
	2.2.2 Locate South American cities that are high in the Andes and list ways the people who live there have adapted to a mountainous environment.
	2.2.3 Answer questions such as the following: What activities would be appropriate for children of Chile on Christmas Day?

SOCIAL STUDIES

Grade Level: 5 **Skills/Subject Area:** Social Studies/Knowledge

COMPETENCY GOAL 3: The learner will know that there are traditional symbols of citizenship (political science).

Objectives	Measures
3.1 Identify traditional symbols of citizenship in the United States, Canada, and Latin America.	3.1.1 Draw the flags of selected states in the United States and discuss the significance of of each.
	3.1.2 Recognize leaders of some of the nations studied.
	3.1.3 Locate the capital of the United States, Canada, and selected Latin American countries.

SOCIAL STUDIES

Grade Level: 5 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 4: The learner will know that laws in the United States are made by local, state, and national governments (political science).

Objectives	Measures
4.1 Identify the three levels of government as local, state, and national.	4.1.1 Distinguish among local, state, and national governments from descriptions of all three.
	4.1.2 Answer questions such as the following: Which of the following is not a part of the national government? a. Governor b. President c. Vice-President d. Secretary of State
	4.1.3 Answer questions such as the following: Which of the following is not a part of the state government? a. Lt. Governor b. Superintendent of Schools c. Governor d. FBI Agent
4.2 Identify legislative executive, and judicial functions of local, state, or national governments.	4.2.1 Identify legislative, executive, and judicial functions of local, state, or national governments given descriptions of the functions.
	4.2.2 Answer questions such as the following: Which of the following is not a function of the executive branch of the national government? a. carries out the laws b. appoints Cabinet officers c. makes the laws
	4.2.3 Make a flow chart showing how a bill becomes a law.

SOCIAL STUDIES

Grade Level: 5 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 5: The learner will know that in democracies, citizens must communicate their wishes to their elected governments (political science).

Objectives	Measures
5.1 Understand the ways citizens can influence their government.	5.1.1 Given a list of citizen actions, identify examples of ways citizens can influence their government.
	5.1.2 Participate in a panel discussion on ways citizens can influence their government.
	5.1.3 Write a letter to a United States Congressperson indicating views on government regulation of the nuclear power industry.
	5.1.4 Role play elements of the election process (e.g., campaigning, registering to vote, casting a ballot).
	5.1.5 Make a sticker or button that stresses the importance of voting.
	5.1.6 Describe ways that citizens influence government policy, given an example of governmental apathy on an issue of popular concern.
	5.1.7 Role play methods citizens might use to influence government policy concerning nuclear power.
	5.1.8 Make posters to be used in an imaginary protest rally on a current issue.

Grade Level: 5

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 5: The learner will know that in democracies, citizens must communicate their wishes to their elected governments (political science).

Objectives	Measures
5.2 Know the consequences of citizens failing to communicate their wishes to elected governments.	5.2.1 Given a specific problem, list some consequences of the failure of citizens to communicate their wishes to their elected government.
	5.2.2 Prepare a question to ask an elected official concerning the consequences of the failure of citizens to communicate their wishes to their elected governments.
	5.2.3 Draw a newspaper cartoon showing the consequences of the failure of citizens to communicate their wishes to their elected government officials.
	5.2.4 Debate a proposal that would lengthen the school day.

SOCIAL STUDIES

Grade Level: 5 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 6: The learner will know the need for legitimate authority and for persons in roles of authority (political science).

Objectives	Measures
6.1 Describe the difference between legitimate authority and force.	6.1.1 List examples of legitimate authority and abuse of authority.
	6.1.2 Given a case study, analyze and determine if legitimate authority or force were used.
	6.1.3 Relate a hypothetical or real instance when legitimate authority exceedes its limitations (e.g., Kent State incident in Ohio).
	6.1.4 Role play a student club with legitimate authority and a student club with force, and explain the differences.
	6.1.5 Participate in a simulation of being stranded on a desert island, and examine the difference between legitimate authority and force that develops.
6.2 Know the need for legitimate authority.	6.2.1 Suggest the need for legitimate authority from an historical or contemporary case study from the United States, Canada, or Latin America.
	6.2.2 Draw a picture depicting what s/he believes to be a significant example in the history of the United States, Canada, or Latin America of the need for legitimate authority. Describe the picture and explain her/his reasoning.
	6.2.3 Investigate what would happen, in a specific example, if legitimate authority were not used, and report to the class.

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Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 6: The learner will know the need for legitimate authority and for persons in roles of authority (political science).

Objectives	Measures
6.3 Analyze the effectiveness of an authority figure.	6.3.1 Judge the effectiveness of an authority figure from a contemporary or historical case study and justify the decision.
	6.3.2 Interview five citizens on the effectiveness of a current authority figure and report findings to the class.
	6.3.3 Create a want ad requesting an authority figure with certain qualifications.
	6.3.4 Discuss why an authority figure must have certain qualifications to be effective.
6.4 Describe the source of authority for a rule/law or of an authority figure.	6.4.1 Describe the source of authority for a rule or law.
	6.4.2 Describe the source of authority for a given authority figure.
	6.4.3 Describe, from the perspective of a Royal Canadian Mounted Policeman, the source of his authority in Canada.
	6.4.4 Explain how a Little League baseball coach possesses authority.
	6.4.5 Answer questions such as the following: How does the President of the United States possess authority?

SOCIAL STUDIES

Grade Level: 5 **Skills/Subject Area:** Social Studies/Knowledge

COMPETENCY GOAL 7: The learner will know the benefits and burdens of responsibility (political science).

Objectives	Measures
7.1 Identify the benefits and burdens of individual responsibility.	7.1.1 Identify from a case study involving personal choice, the benefits and burdens of individual responsibility.
	7.1.2 Describe Abraham Lincoln's responsibility as President during the Civil War.
	7.1.3 Analyze examples from the United States, Canada, or Latin America of the benefits and burdens of responsibility.
7.2 Identify the benefits of responsibility.	7.2.1 Cite predictability and security as two benefits of responsibility.
	7.2.2 Brainstorm a list that includes predictability and security as benefits of responsibility.
	7.2.3 Role play the consequences of not bringing in an assignment.
	7.2.4 Given a situation involving public policy or personal choice, determine which course(s) of action are likely to make the lives of those involved more predictable.
	7.2.5 Given a situation involving public policy or personal choice, determine which course(s) of action are likely to make the lives of those involved more secure.

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 7: The learner will know the benefits and burdens of responsibility (political science).

Objectives	Measures
7.3 Identify the burdens of responsibility.	7.3.1 Explain why accountability is a burden of responsibility.
	7.3.2 Include accountability in the listing of the burdens of responsibility after participating in a brainstorming exercise.
	7.3.3 Explain how achievement tests are a measure of responsibility.
	7.3.4 List the steps used to decide between competing responsibilities.
	7.3.5 List ways people are held accountable.
	7.3.6 Select from a listing of the burdens of responsibility, those that imply accountability.

SOCIAL STUDIES

Grade Level: 5 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 8: The learner will know that the system of justice can correct wrongs, distribute benefits and burdens fairly, and provide fair procedures for dealing with problems (political science).

Objectives	Measures
8.1 Know ways in which the system of justice can correct wrongs.	8.1.1 Identify ways in which the system of justice can correct wrongs from case studies involving justice issues.
	8.1.2 Suggest ways in which the United States system of justice can correct wrongs against Black Americans.
	8.1.3 Suggest ways in which the United States system of justice can correct wrongs against American Indians.
8.2 Know examples from the United States, Canadian, and/or Latin American societies of fair or unfair distribution of benefits and burdens.	8.2.1 Cite examples of fair or unfair distribution of benefits and burdens.
	8.2.2 Cite examples of fair or unfair distribution of benefits and burdens among American Indians in the United States.
	8.2.3 Cite examples of fair or unfair distribution of benefits and burdens among Hispanics in the United States.

Grade Level: 5

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 8: The learner will know that the system of justice can correct wrongs, distribute benefits and burdens fairly, and provide fair procedures for dealing with problems (political science).

Objectives	Measures
8.3 Identify fair procedures for dealing with problems	8.3.1 Analyze fair procedures for dealing with problems from descriptions of fairness.
	8.3.2 Answer questions such as the following: Which of the following descriptions would be the fairest procedure for dealing with a noisy neighbor? a. Make noise yourself. b. Have the neighbor arrested for disturbing the peace. c. Sue him. d. Explain the problem to the neighbor and ask her/him to rectify the problem.
	8.3.3 Role play the reaction of a Humane Society member to a dog being impounded by a dog catcher in an area where leash laws are in force.
	8.3.4 Collect examples from the print media of fair procedures for dealing with problems, and explain the examples to the class.

SOCIAL STUDIES

Grade Level: 5 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 9: The learner will know the location and use of economic resources of the United States, Canada, and Latin America (economics).

Objectives	Measures
9.1 Categorize available resources in a geographic region as human, natural, or capital.	9.1.1 Given a list of resources found in a geographic area, code the items on the list as either human, natural, or capital on a chart.
	9.1.2 Answer questions such as the following: Which of the following is not an example of capital? a. a computer programmer b. a drill press c. a typewriter d. a computer e. a truck (Similar items may be constructed for natural and human resources.)
	9.1.3 Compare the resources of the regions of the United States.
	9.1.4 Make posters showing the different types of economic resources found in the United States, Canada, and Latin America.
9.2 Know the location of specific resources in the United States, Canada, and Latin America.	9.2.1 Using a map, locate major ore deposits, oil fields, woodlands, and fishing grounds of the Western Hemisphere.
	9.2.2 List locations that have coal deposits.
	9.2.3 Create a picture map showing the location of petroleum resources in the United States, Canada, or Latin America.
	9.2.4 Locate or draw pictures of products made of certain resources.

Grade Level: 5

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 9: The learner will know the location and use of economic resources of the United States, Canada, and Latin America (economics).

Objectives		Measures	
9.3	Know the customary use of specific natural resources in the United States, Canada, and Latin America.	9.3.1	Given a list of natural resources and a separate list of finished products, match the finished product with resources used to manufacture it.
		9.3.2	Identify a list of products manufactured entirely or partially from a specific natural resource.
		9.3.3	Create a collage using pictures cut from magazines and catalogues depicting the uses of a specific natural resource.
		9.3.4	Make a chart of occupations that are derived from the use of specific natural resources.
9.4	Know the relationships between the location of natural resources and the economic activity of a region.	9.4.1	Given descriptions, maps, or charts showing available resources within a region, describe the type of economic activity that is likely to be present.
		9.4.2	Given the names and geographic locations of commercial and industrial centers, determine the type of natural resources found in those centers; using maps and other reference materials, report findings orally to the class.
		9.4.3	Compute the distances raw materials and finished products must be transported to be used in manufacturing or sold when given maps and the names and locations of industrial centers, commercial centers, and major concentrations of natural resources.
		9.4.4	Role play an executive in an imaginary boardroom when a company decides whether or not to locate in an area or region. Discuss the factors that would affect the decision of a company to locate in certain areas.

SOCIAL STUDIES

Grade Level: 5 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 10: The learner will know that there is an unequal distribution of natural resources (geography, economics).

Objectives	Measures
10.1 Know the areas best suited for agriculture, mining, forestry and manufacturing.	10.1.1 Given a physical or resource map of the United States, Canada, and/or Latin America, determine the location of areas best suited for agriculture, extraction industry, and manufacturing and color-code these areas on an outline desk map.
	10.1.2 Locate on a map the areas best suited for agriculture, extraction industry, and manufacturing and give reasons for choices.
	10.1.3 Write journal entries that describe the decision-making process as a farmer decides where he will settle and why.
	10.1.4 Make a map that shows where agriculture, extraction industries, and basic industries are located, and use a legend to communicate the locations of these places.
	10.1.5 Locate on a physical or resource map of Canada, the United States, and/or Latin America: a. areas best suited for agriculture b. areas best suited for extraction industries (e.g., mining, forestry) c. areas best suited for the location of manufacturing
	10.1.6 Make a collage depicting agriculture, mining, forestry, and manufacturing present in the United States, Canada, and/or Latin America.

Grade Level: 5

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 10: The learner will know that there is an unequal distribution of natural resources (geography, economics).

Objectives	Measures
10.2 Locate major sources of forests, petroleum, coal, and precious metals in the Western Hemisphere.	10.2.1 Give the latitude and longitude of major sources of forests, petroleum, coal, and precious metals in the Western Hemisphere.
	10.2.2 Given the location of major sources of forests, petroleum, coal, and precious metals in the Western Hemisphere, identify those nations having a comparative advantage in one or more of the resources.
	10.2.3 Draw a bar graph that reflects the amounts of forests, petroleum, coal, and precious metals found in two areas and compare graphs by articulating differences and likenesses through class discussion.
10.3 Suggest the effects of unequal distribution of natural resources on ways of living in the United States, Canada, and/or Latin America.	10.3.1 Given descriptions of at least two regions of the United States, Canada, and/or Latin America having unequal distribution of resources, suggest the effects on ways of living of such unequal distribution.
	10.3.2 After participating in a simulation of unequal distribution of resources in the United States, Canada, and/or Latin America, give a comprehensive list of the effects of unequal distribution of resources on ways of living.
	10.3.3 Design a bar graph that illustrates the unequal distribution and discuss the effects of the unequal distribution of resources.
	10.3.4 Draw a picture of the effects of unequal resource distribution given two descriptions of contrasting regions.

Grade Level: 5 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 11: The learner will know the importance of natural resources (geography, economics).

Objectives	Measures
11.1 Predict the consequences of overconsumption of nonrenewable resources.	11.1.1 Given a case study of the overconsumption of resources in the United States, Canada, and/or Latin America, predict the consequences of overconsumption by writing a newspaper headline for the year 2050; write an article or draw a picture to accompany the headline.
	11.1.2 Given a case study of the overconsumption of resources in the United States, Canada, and/or Latin America, propose conservation policies which might protect a given resource.
	11.1.3 Research the gas shortage of the 1970s and write findings in a report form to share with the class.
11.2 Suggest causes and effects of, as well as alternatives to, the pollution of resources in the United States, Canada, and/or Latin America.	11.2.1 Given a case study on pollution within the United States, Canada, and/or Latin America, suggest reasons why the pollution occurred, alternatives to pollution of the resources, and ways of renewing the polluted resources. (Sample case study: smog in Los Angeles).
	11.2.2 Write a law for a given country designed to eliminate or reduce the effects of wind erosion caused by the overgrazing of pasture land.
	11.2.3 Listen to a speaker who has knowledge of solar energy and its uses, and write a paper discussing solar applications.
	11.2.4 Make a poster depicting the causes and effects of the pollution of a resource, and suggest alternatives to the pollution.

SOCIAL STUDIES

Grade Level: 5 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 12: The learner will know the characteristics of economic systems in the United States, Canada, and Latin America (economics).

Objectives	Measures
12.1 Identify varying economies of the United States, Canada, and Latin America.	12.1.1 Given a list of specifically described economies of the United States, Canada, and/or Latin America societies, match each society with one of the following: a. subsistence b. barter c. money d. preindustrial e. industrial f. post-industrial
	12.1.2 Give a definition of the following economies: a. subsistence b. barter c. money d. preindustrial e. industrial f. post-industrial and give an example of each type of economy.
	12.1.3 Make a poster that describes the economy of a given country as: a. subsistence b. barter c. money d. preindustrial e. industrial f. post-industrial and explain her/his poster.
	12.1.4 Role play an exchange that involves bartering.

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 12: The learner will know the characteristics of economic systems in the United States, Canada, and Latin America (economics).

Objectives	Measures
12.2 Compare command, mixed, and market economies of the Western Hemisphere.	12.2.1 Distinguish among command, mixed, and market economies when given descriptions of each.
	12.2.2 Explain the characteristics present in a command, mixed, and market economy.
	12.2.3 Given an example of the United States, Canadian, or a Latin American economy, categorize the economy as command, mixed, or market by giving definitions of each type.

Grade Level: 5

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 13: The learner will know the basic attributes of the economic system of the United States (economics, political science).

Objectives	Measures
13.1 State the importance of consumer demand in deciding what goods and services are produced.	13.1.1 Explain the importance of consumer demand in deciding what goods and services are produced.
	13.1.2 Correctly complete the following statement: When businesses compete for consumer's dollars, we get a. better products and higher prices. b. lower prices and poor products. c. better products and lower prices.
	13.1.3 Correctly complete the following statement: When there is a surplus of a good or service, the cost of the good or service tends to a. rise b. decrease c. remain the same
13.2 Describe the interaction of the following elements in the production of a familiar product: a. natural resources b. capital c. labor d. transportation e. consumer demand	13.2.1 Describe the interaction of natural resources, capital, labor, transportation, and consumer demand in the production of lemonade.
	13.2.2 Draw a chart showing the interaction of natural resources, capital, labor, transportation, and consumer demand in the production of a product that the student creates.
	13.2.3 Sequence the process of events from the growing of a tree to the finished product (e.g., notebook paper, chair).

SOCIAL STUDIES

Grade Level: 5 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 14: The learner will know the difference between developed and developing economic regions (economics, geography).

Objectives	Measures
14.1 Know characteristics of developed and developing economies of the Western Hemisphere.	14.1.1 Write a paragraph defining at least three characteristics of developed economies in the United States, Canada, and Latin America.
	14.1.2 Write a paragraph defining at least three characteristics of developing economies in Latin America.
	14.1.3 Compare and contrast developed with developing economies in Latin America.
	14.1.4 Distinguish between developed and developing economic regions by listing characteristics of each.
14.2 Locate developed and developing economic regions of the Western Hemisphere.	14.2.1 Using a map, give the latitude and longitude of developed and developing economic regions of the United States, Canada, and/or Latin America.
	14.2.2 Given a blank outline map of the United States, Canada, and/or Latin America, color code the developed and developing economic regions.
	14.2.3 Locate on a classroom wall map the developed and developing economic regions of the United States, Canada, and/or Latin America.

Grade Level: 5

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 14: The learner will know the difference between developed and developing economic regions (economics, geography).

Objectives	Measures
14.3 Determine from a description of an economic region of North or South America whether it is developed or developing.	**14.3.1 Given a description of an economic region of the United States, Canada, and/or Latin America, decide whether the region is developing or developed.**
	14.3.2 Draw a picture illustrating a given economic region of the United States, Canada, and/or Latin America as developed or developing and explain the picture.
	14.3.3 Given a description of a certain region determine whether it is developed or developing and why.

Grade Level: 5 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 15: The learner will know the economic problems of developing regions in the Western Hemisphere (economics).

Objectives	Measures
15.1 Know economic problems common to developing regions.	15.1.1 Choose from a list of economic problems those common to developing regions of the United States, Canada, and/or Latin America.
	15.1.2 Answer questions such as the following: Which of the following economic problems is not common to developing regions of the United States, Canada, and/or Latin America? a. inflation b. unemployment c. poverty d. deflation
	15.1.3 From a list of economic problems, choose those common to developing regions of the United States, Canada, and/or Latin America.
	15.1.4 Select pictures from magazines and newspapers that illustrate problems common to developing regions.
15.2 List problems that a developing region will likely face.	15.2.1 Given a description of a developing economic region or nation of the United States, Canada, and/or Latin America, list problems that the region will likely face.
	15.2.2 Given a description of a developing economic region or nation of the United States, Canada, and/or Latin America, describe from the perspective of a citizen living in that region, problems that s/he will likely face.
	15.2.3 Compare and contrast a rural community with an urban community.
	15.2.4 After viewing a film or filmstrip about a developing region, list problems that region will likely face in the future.

Grade Level: 5

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 15: The learner will know the economic problems of developing regions in the Western Hemisphere (economics).

Objectives	Measures
15.3 Propose solutions to the problems of a real or hypothetical developing economic region.	15.3.1 Given the problems of a real or hypothetical developing economic region of the United States, Canada, and/or Latin America, propose alternative solutions to the problems.
	15.3.2 Suggest reasonable means of solving the problem of poverty in Central America.
	15.3.3 Discuss the problems of locating a high-tech industry in a developing region or country.

SOCIAL STUDIES

Grade Level: 5 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 16: The learner will know that the economies of the United States, Canada, and Latin America are interdependent (economics).

Objectives	Measures
16.1 Identify examples of interdependence within and among the economies of the United States, Canada, and Latin America.	16.1.1 Give three examples of interdependence among the economies of the United States, Canada, and/or Latin America.
	16.1.2 Answer questions such as the following: Which of the following is not an example of interdependence within and among the economies of Canada, the United States, and Latin America? a. Mexico cuts its supply of crude oil causing a severe shortage in the United States. b. Sugar products from Latin America are traded for United States manufactured products. c. Peru builds a new medical school to train its own doctors. d. Bolivia imports beef products from Argentina.
	16.1.3 Role play the economic consequences of opening and/or closing the border between the United States and Mexico, and explain the role play during class discussion.
	16.1.4 Cite examples of the resources and goods that are exchanged among the people of Canada, the United States, and Latin America.

Grade Level: 5

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 16: The learner will know that the economies of the United States, Canada, and Latin America are interdependent (economics).

Objectives	Measures
16.2 Identify examples of economic interdependence in business or industry.	16.2.1 Give examples of interdepencence with other businesses or industries when given a description of the activities and workings of a familiar United States, Canadian, or Latin American business or industry.
	16.2.2 Draw and explain a picture illustrating the interdependence of the home building industry with the furniture industry.
	16.2.3 Draw a diagram showing the major imports and exports among the United States, Canada, and/or Latin America. Discuss the advantage of such trade to all parties.
	16.2.4 Make a chart illustrating the examples of economic interdependence present in the coffee industry.
16.3 Identify regional economic interdependence in the Western Hemisphere.	16.3.1 Identify examples of regional economic interdependence when given examples from Canada, the United States, and Latin America.
	16.3.2 Make a chart showing regional economic interdependence, given Canadian, United States, and Latin American examples.
	16.3.3 Give two arguments for and against renewing trade between the United States and Cuba.
	16.3.4 Compare the economic interdependence present in the automobile industry (e.g., Detroit, Michigan; Windsor, Ontario).

SOCIAL STUDIES

Grade Level: 5 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 17: The learner will know that while each individual is unique, similarities among peoples are greater than differences (sociology and anthropology).

Objectives	Measures
17.1 Distinguish likenesses and differences among peoples of the United States, Canada, and/or Latin America in terms of physical attributes.	**17.1.1 Distinguish likenesses and differences among selected people of the United States, Canada, and/or Latin America in terms of physical attributes.**
	17.1.2 Draw a picture which depicts likenesses and differences among selected people of the United States, Canada, and/or Latin America in terms of physical attributes, and explain the drawing.
	17.1.3 Given pictures of students of the Western Hemisphere, distinguish likenesses and differences in physical appearance.

Grade Level: 5

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 17: The learner will know that while each individual is unique, similarities among peoples are greater than differences (sociology and anthropology).

Objectives	Measures
17.2 Distinguish likenesses and differences among peoples of the United States, Canada, and/or Latin America in ways of living.	17.2.1 Distinguish likenesses and differences in ways of living between people of two diverse societies of the United States, Canada, and/or Latin America.
	17.2.2 Compare and contrast ways of living of the Inuits of Canada's Northwest Territory and the Indians of the Amazon Basin by writing a paragraph.
	17.2.3 Role play ways of living of the Incas of Peru and the Mayas of Mexico's Yucatan Peninsula and explain similarities and differences in the ways of living.
	17.2.4 List the differences and/or likenesses of two different societies.
	17.2.5 Role play a noteworthy feature from the lifestyles of two different societies.
	17.2.6 Distinguish likenesses and differences between two distinct cultures of Canada or Latin America.
	17.2.7 Role play examples of unique behavior from two distinct cultures of Canada or Latin America and explain orally or in writing the role play.
	17.2.8 List the likenesses and differences of two groups and discuss findings with the class.
	17.2.9 Match pictures of certain groups of people with their homes, resources, and/or jobs.

Grade Level: 5 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 18: The learner will know the roles of individuals in groups in the United States, Canada, and nations of Latin America (sociology and anthropology).

Objectives	Measures
18.1 State the roles of individuals in groups in the United States, Canada, and/or Latin America.	18.1.1 State the roles of persons in groups and the purposes of grouping.
	18.1.2 State the norms of behavior in groups such as the lower, middle, and upper classes, the military, and religious groups.
	18.1.3 Role play the distinctive behavior of persons in groups, and norms of behavior when given a distinctive group in the United States, Canada, and/or Latin America, (e.g., the Inuit), and explain the purposes of this grouping.
	18.1.4 Describe why individuals belong to various groups.
18.2 Identify religious, ethnic, and racial groups and their relative status in the United States, Canada, or Latin America.	18.2.1 Identify religious, ethnic, and racial groups and their relative status when given a description of a society.
	18.2.2 Draw a series of illustrative cartoons depicting the lifestyle of religious, ethnic, and racial groups and their relative status when given a description of a society.
	18.2.3 Match a group to a particular picture that depicts daily routines of that group.
	18.2.4 Give reasons for various groups having their present status in relation to other groups.

SOCIAL STUDIES

Grade Level: 5 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 19: The learner will know the basic social institutions and how these institutions serve the societies of Canada, the United States, and Latin America (sociology and anthropology).

Objectives	Measures
19.1 Identify the basic social institutions of the United States, Canada, and Latin America.	19.1.1 Identify the basic social institutions of Canada, the United States, and Latin America.
	19.1.2 Given a list of social institutions (e.g., home, school, church), explain the significance of each in the nations of the Western Hemisphere.
	19.1.3 Given information about the United States, Canada, and/or Latin America, construct a bulletin board or a collage display depicting that nation's social institutions.
	19.1.4 Given descriptions of social or cultural events, identify the basic social institutions involved.
19.2 Know the role of basic social institutions in ways of living in Canada, the United States, and Latin America.	19.2.1 Match the institution with the services it performs when given a list of basic social institutions, and a separate list of descriptions of ways of living in the societies of the Western Hemisphere.
	19.2.2 Explain a bulletin board display illustrating the effects basic social institutions have on ways of living.
	19.2.3 Identify several institutions and the services they perform and discuss what effects there would be if those institutions no longer existed (e.g., church, family, school).
	19.2.4 Discuss the role that social institutions have in solving national problems.
	19.2.5 Analyze the impact of various social institutions on the way of life in the United States.

SOCIAL STUDIES

Grade Level: 5 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 20: The learner will know that ways of living change over time and understand why and how these changes occur (history).

Objectives	Measures
20.1 Identify changes which have occurred in the United States, Canada, and Latin America.	20.1.1 Identify the changes which have occurred in ways of living (e.g., dress, housing, work transportation, entertainment).
	20.1.2 Draw a picture depicting significant changes, describe the picture, and explain the reasoning.
	20.1.3 Given a series of photographs depicting ways of living in Mexico today, discuss changes that would be needed in order to improve the Mexican standard of living.
20.2 Explain the reasons for change in the United States, Canada, and Latin America.	20.2.1 Given examples of change, give reasons for the change or select reasons from a predetermined list.
	20.2.2 Write a cause and effect paragraph explaining the reasons for a change.
	20.2.3 Given information about the change in the literacy rate in the United States over the last twenty years, explain the reason during a classroom discussion.
	20.2.4 Match descriptions of specific changes with the reasons for those changes.
20.3 Identify the effects of important changes which have occurred in the United States, Canada, and Latin America.	20.3.1 Given a list of changes which have occurred, and a separate list of results, match the changes with the results.
	20.3.2 Given a change which has occurred, describe the effects.
	20.3.3 Compare and contrast ways of living before and after an important change occurred by drawing pictures.
	20.3.4 Cite the effects of specific inventions (e.g., telephone, television, automobile).

SOCIAL STUDIES

Grade Level: 5 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 21: The learner will know that change affects the lives of people (history, sociology and anthropology).

Objectives	Measures
21.1 Recognize the consequences of change in the United States, Canada, and/or Latin America.	21.1.1 Given a list of possible results of change, select the most logical results of the change.
	21.1.2 Given a list of possible results of a change, role play the most logical results of the change. Explain the role play.
	21.1.3 Explain how each of the following results of changes in Latin America are logical: a. Wealthy land owners became more powerful. b. Political unrest led to economic instability. c. Increasing birth rates strain the ability of the people to maintain a subsistent level of existence. d. The desire for land reform became more powerful.
21.2 Predict effects of change on the people of the United States, Canada, and/or Latin America.	21.2.1 Given a change occurring in the United States, Canada, and/or Latin America, predict the logical effects the change will have on ways of living.
	21.2.2 Given a change, role play the logical effects of the change on the lives of the people and explain the role play.
	21.2.3 Given information on a change in Latin America, predict the logical effects of this change on the military establishment, the ruling class, the church, and the peasants.
	21.2.4 Given the results of a change, identify the effects on ways of living.

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 21: The learner will know that change affects the lives of people (history, sociology, and anthropology).

Objectives	Measures
21.3 Know that the influence of an event in the United States, Canada, and/or Latin America can affect the political, economic, or social life of its citizens.	21.3.1 Given a list of examples of change, code the changes on a list as economic, social, political, or any combination of these.
	21.3.2 Given the following list of examples of change in Latin America, code the changes on the list as economic, social, political, or any combination of these: a. the constant efforts to overthrow those in authority b. the negative imbalance of foreign trade c. the inordinate amount of money invested in the military establishment d. the general unrest exhibited by the peasants
	21.3.3 Given a pictorial example of change, identify the change as economic, social, political, or any combination of these.

Grade Level: 5 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 22: The learner will know that the histories of the United States, Canada, and Latin American nations affect the lives of their citizens today (history, political science, economics).

Objectives	Measures
22.1 Understand the influence of an event in the history of the United States, Canada, and/or Latin America on present ways of living in that nation.	22.1.1 Analyze the influence of an important event in history on the lives of citizens today.
	22.1.2 Analyze the influence, from a citizen's perspective, of a given event in history by role playing the event.
	22.1.3 Categorize a significant event in history as having been caused by economic, social, religious, or political factors.
	22.1.4 Draw a picture of a significant event in history and explain the influence the event has had on present ways of living.
	22.1.5 Select an historical event and pretend to be a citizen at that time by role playing the event, and then discuss the influence(s) the event has had on present ways of living.

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 22: The learner will know that the histories of the United States, Canada, and Latin American nations affect the lives of their citizens today (history, political science, economics).

Objectives	Measures
22.2 Understand that the influence(s) of an important event on present ways of life in the United States, Canada, or Latin America can be economic, social, political, religious, or any combination of these.	22.2.1 Categorize the influence(s) of a significant event in history as economic, social, political, or any combination of these.
	22.2.2 Answer questions such as the following: The most significant influence of the building of the Panama Canal on the lives of the citizens of Panama today has been in which of the following areas? a. economic b. social c. political d. religious
	22.2.3 Answer questions such as the following: The most significant influence of the infiltration of communists into the governments in Latin America has been in which of the following areas? a. economic b. social c. political d. religious
	22.2.4 Draw a picture illustrating the influence(s) of a significant event in history, and place the picture on the bulletin board under the category of economic, social, political, or any combination of these.

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 22: The learner will know that the histories of the United States, Canada, and Latin American nations affect the lives of their citizens today (history, political science, economics).

Objectives	Measures
22.3 Identify causes from the past of a significant current phenomenon/event in the United States, Canada, or Latin America.	22.3.1 Identify the causes of a current phenomenon in the United States, Canada, and/or Latin America.
	22.3.2 Discuss in small groups the causes for objections by some in the United States of current immigration legislation.
	22.3.3 Identify historical influences upon a current event.

Grade Level: 5 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 23: The learner will know the influence of ideas and inventions in changing ways of living (sociology, anthropology, history, economics).

Objectives	Measures
23.1 Identify changes made in ways of living in Canada, the United States, or Latin America by ideas and inventions.	23.1.1 Describe reasons for resistance to changes in ways of living.
	23.1.2 List both positive and negative effects of changes made in ways of living.
	23.1.3 Given changes in ways of living in the United States, Canada, and/or Latin America caused by such significant inventions as the automobile, airplane, or television; describe reasons for the changes and resistance to them.
	23.1.4 List the positive and negative effects of an invention on ways of living.
	23.1.5 Make a flow chart that indicates the effects of an invention on the ways of living.
	23.1.6 Role play a daily situation where a commonly used invention is missing.
	23.1.7 Describe a modern day invention from the perspective of our founding fathers (e.g., television: a box where tiny actors play).
	23.1.8 Discuss the effect(s) of the following ideas on the nations of the Western Hemisphere (e.g., nationalism, democracy, colonialism).

Grade Level: 5

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 23: The learner will know the influence of ideas and inventions in changing ways of living (sociology, anthropology, history, economics).

Objectives	Measures
23.2 Identify examples of cultural assimilation and interdependence among the regions of the Western Hemisphere.	23.2.1 Cite reasons for the influence and/or interdependence of certain ideas and/or inventions, given examples of interdependence and/or influence among cultures of the United States, Canada, and Latin America.
	23.2.2 Cite both positive and negative effects of interdependence or influence on all parties affected, given examples of interdependence and/or influence among cultures of the United States, Canada, and Latin America.
	23.2.3 Role play a scene that shows the positive effects of interdependence.
	23.2.4 Compare words and phrases from the languages spoken in the Western Hemisphere.
	23.2.5 Describe similarities among cultural arts in the nations of the Western Hemisphere.

Grade Level: 5 Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 1: The learner will identify and define problems and suggest ways of solving them.

Objectives	Measures
1.1 Recognize that a problem exists.	1.1.1 When given facts describing a problem such as acid rain, state in her/his own words the nature of the problem.
	1.1.2 After looking at a photograph or a series of photographs containing evidence of a problem, accurately describe the problem.
1.2 Identify the view points of the parties to a problem.	1.2.1 When confronted with a problem, state in her/his own words the points of view of the principal parties involved.
	1.2.2 Formulate arguments for opposing parties in a problem, (i.e., pro and con on how to deal with immigrants from Latin America).
1.3 Identify value conflicts inherent in a problem.	1.3.1 When given a problem such as illegal immigrants, and the names of groups and individuals affected, state what is important to each party.
	1.3.2 When given possible solutions to a problem, imagine reasons several interested groups have for advocating a given course of action.
	1.3.3 Given a list of reasons, rank them in terms of importance to each individual or group affected.
	1.3.4 Respond to statements about the nature of the problem or solutions to the problem using a rating scale.

Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 1: The learner will identify and define problems and suggest ways of solving them.

Objectives	Measures
1.4 Determine methods of finding the most reasonable solution to a problem.	1.4.1 Given a problem of choosing an energy source to use in producing electricity, formulate questions to use when surveying others to determine which solution is best. 1.4.2 Suggest some form of experimentation or field test in order to determine if a solution will work (e.g., limit energy uses in a few buildings before trying it in all).

SOCIAL STUDIES

Grade Level: 5 Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 2: The learner will locate and gather information.

Objectives	Measures
2.1 Choose appropriate reference books and sources.	2.1.1 When given unfamiliar terms, use dictionaries and glossaries.
	2.1.2 Use specialized reference books to locate information about specific groups, countries, and regions.
	2.1.3 Use card catalogues and readers guides to find information from a variety of sources.
	2.1.4 Use newspapers and periodicals to keep up with contemporary affairs.
2.2 Collect information through interviews.	2.2.1 When preparing to interview a specific person for a specific purpose, prepare appropriate questions.
	2.2.2 Report orally, in writing, or record interviews.
2.3 Collect information using surveys and questionnaires.	2.3.1 Prepare a questionnaire/survey either individually or cooperatively.
	2.3.2 Compile information collected with surveys and questionnaires.
2.4 Read charts, graphs, and time lines in a variety of sources.	2.4.1 When given tables, charts, graphs, and time lines, answer specific questions using available information.

SOCIAL STUDIES

Grade Level: 5 Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 3: The learner will evaluate information.

Objectives		Measures	
3.1	Check new data against information from several sources.	3.1.1	When given unfamiliar information, verify it using texts and reference books.
3.2	Identify words which arouse emotion.	3.2.1	When given a list of descriptive words, identify those which convey emotion.
		3.2.2	When given a passage or article to read, identify emotional words and phrases.
3.3	Identify evidence of propaganda.	3.3.1	When given copies of speeches and/or written passages, identify the point of view of the speaker or writer.
		3.3.2	When given examples of speeches and advertisements, identify techniques such as "bandwagons," "testimonials," and "name calling."
3.4	Determine completeness and inconsistences in data.	3.4.1	When given information related to a specific topic from different sources, analyze similarities and differences.
		3.4.2	When given information about a familiar topic, make subjective judgments about the need for additional information.

SOCIAL STUDIES

Grade Level: 5 **Skills/Subject Area:** Social Studies/Skills

COMPETENCY GOAL 4: The learner will organize and analyze information and draw conclusions.

Objectives	Measures
4.1 Organize information.	4.1.1 Take notes when reading or listening to oral presentations.
	4.1.2 Outline information ordering major topics and subtopics.
	4.1.3 Summarize information in her/his own words.
4.2 Analyze information.	4.2.1 When given quantifiable data, construct bar graphs and/or circle graphs.
	4.2.2 When given average rainfall, temperatures, and growing seasons, make inferences about agricultural activity.
4.3 Draw conclusions.	4.3.1 Present evidence for both sides of an argument.
	4.3.2 When given additional information, revise generalizations, inferences, and conclusions.
	4.3.3 Define a problem.
	4.3.4 Recognize and list available alternatives for specific problems.
	4.3.5 Develop criteria for choosing alternatives.
	4.3.6 When given a list of alternatives, predict consequences for each alternative.
	4.3.7 List arguments for and against each alternative.
	4.3.8 When given a list of alternative courses of action for a particular problem, choose a course of action that is likely to succeed.

SOCIAL STUDIES

Grade Level: 5 **Skills/Subject Area:** Social Studies/Skills

COMPETENCY GOAL 5: The learner will use maps and globes.

Objectives	Measures
5.1 Orient maps and note directions.	5.1.1 When given outline maps, textbook maps, and atlases, orient them to the north.
	5.1.2 Use meridians and parallels to describe location.
	5.1.3 Describe the relative locations of two places using directional terms such as north or northeast.
5.2 Locate places on maps and globes.	5.2.1 Given the names of physical features or cities, indicate location using latitude and longitude.
	5.2.2 Locate equator, tropics, poles, hemispheres, and prime meridian.
5.3 Use a scale and compute distances.	5.3.1 Given two points on a map, determine the distances in miles or kilometers using the scale.
	5.3.2 Compute the distances between the same points on maps of different scales.
5.4 Interpret map symbols.	5.4.1 Given the name of a political boundary or other political feature, locate it on a map.
	5.4.2 Locate cities, highways, railroads, and airports on a variety of maps.
	5.4.3 Identify the elevation of a given point on a color, contour, or raised relief map.
5.5 Draw inferences from maps.	5.5.1 Use maps to make inferences about reasons for the location of a city or physical feature.
	5.5.2 Use maps to make inferences about the economic activity in a region.

SOCIAL STUDIES

Grade Level: 5 Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 6: The learner will have a sense of time and chronology.

Objectives	Measures
6.1 Demonstrate an understanding of the time system and calendar.	6.1.1 Compute differences between time zones.
	6.1.2 Describe or demonstrate (using a model) the relationship between earth movements and the length of day and the passage of seasons.
	6.1.3 Use time concepts such as second, minute, decade, and century when describing events.
6.2 Demonstrate an understanding of the chronological sequence of events.	6.2.1 Compute the time between given dates.
	6.2.2 Construct a simple time line representing a series of events.

SOCIAL STUDIES

Grade Level: 5 Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 7: The learner will demonstrate growth in self-management.

Objectives		Measures	
7.1	Decrease self-centered perceptions.	7.1.1	Describe the feelings of other people in given situations.
		7.1.2	Accept the views of others, including those that are dissimilar.
7.2	Decrease group-centered perceptions.	7.2.1	When describing group behavior in another culture, make statements about the behavior without making unfavorable comparisons with one's own group.
		7.2.2	Identify standards of conduct other than those held by one's own group.
7.3	Decrease stereotypic perceptions.	7.3.1	When given a list of statements about a particular group or individual, pick those that are stereotypical.
		7.3.2	Spontaneously qualify statements using words such as "some," "many," "various," "often," or "sometime."
		7.3.3	When given new information on an unfamiliar group, express a willingness to reserve judgment.
7.4	Increase the ability to empathize.	7.4.1	Write a diary from the perspective of one living in another place or time.
		7.4.2	When given the views, feelings, ideas, and information about the circumstances of others, give logical reasons for their views, feelings, and ideas.
		7.4.3	When given a description of the actions of others, make objective judgments about how the people must feel.

Grade Level: 5

Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 7: The learner will demonstrate growth in self-management.

Objectives	Measures
7.5 Increase the ability to accept diversity.	7.5.1 Describe behavioral manifestations of diversity in another culture.
	7.5.2 Describe examples of cultural diversity within our society.
	7.5.3 When describing manifestations of cultural and behavioral diversity, use nonjudgmental descriptive terms.
7.6 Increase the ability to accept change.	7.6.1 When given examples of actual or anticipated change, predict the good and bad effects of the change.
	7.6.2 When given an example of anticipated change, formulate arguments for and against the change.
7.7 Increase the ability to resolve conflict.	7.7.1 Express her/his feelings when involved in a conflict.
	7.7.2 Listen to the concerns and feelings of others.
	7.7.3 Confine remarks and descriptions to her/his feelings and behavior.
	7.7.4 Compromise in order to reach a solution.
7.8 Resolve dilemmas.	7.8.1 When confronted with real or hypothetical situations and asked to make judgments about the best course of action for the individuals or groups involved, explore a number of alternatives, suggest a course of action, and defend the course of action with reasons.
	7.8.2 When judging the best course of action, consider what is best for all parties involved.

SOCIAL STUDIES

Grade Level: 5 Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 8: The learner will participate in group activities.

Objectives	Measures
8.1 Participate in group discussion and planning.	8.1.1 When called upon to solve a problem or make plans with others, initiate ideas.
	8.1.2 When discussing problems or making plans, listen to the ideas of others.
	8.1.3 Compromise for the good of the group.
8.2 Engage in group decision-making.	8.2.1 Vote or make her/his wishes known in some acceptable way.
	8.2.2 Generate alternative courses of action.
	8.2.3 Anticipate consequences of group decisions.
	8.2.4 Suggest ways to determine if the decision is a good one.
8.3 Act upon group decisions.	8.3.1 Accept and carry out assigned tasks.
	8.3.2 Support group decisions after they have been made.
	8.3.3 Accept tasks and express support when not in complete agreement.

Grade Six: The Eastern Hemisphere: Europe and the U.S.S.R.

The grade six program examines two areas of the world that are of particular interest to the United States because of cultural and/or political ties. Major focus will be on the people, the physical environment, the government, and the economics of the Soviet Union and nations of Europe. History will receive attention as it helps to explain the present economic, cultural, and political life of these world areas.

It is not intended that every nation in Europe be the subject of concentrated study. Rather, in selecting nations for study, care should be taken that the geographic, cultural, and political diversity within Europe be highlighted. The study may be organized around themes such as ethnic make-up, geography, use of resources, and the influence of these factors on economic and cultural development.

Eastern Europe and the U.S.S.R. may be studied together because of political, cultural, and economic ties. If the two areas are studied separately, the ties could serve as a transitional link from one study to another. A study of Australia and New Zealand may be included at this grade level because of their close cultural, political, and economic ties to Europe.

At the sixth grade level, the disciplines of economics, geography, and government receive special emphasis. History is emphasized as it helps to explain present conditions. Insights from sociology and anthropology relating to culture and groups and their behavior are emphasized as well.

Grade 6 Outline (Knowledge)

THE LEARNER WILL:

1. Know the major physical features of Europe and the Soviet Union (geography).
2. Know that physical geography is a factor in determining where and how people live, and have lived (geography).
3. Know there are traditional symbols of citizenship and/or nationality (history and political science).
4. Know that there are different forms of government and that these forms may change over time (political science).
5. Know that different forms of government have different ways of choosing and changing leaders (political science).
6. Know that different societies have different attitudes toward the rights of citizens versus the authority of the state (political science).

7. Know the need for legitimate authority and for persons in roles of authority (political science).

8. Know the benefits and burdens of responsibility (political science).

9. Know how to evaluate issues of corrective, distributive, and procedural justice (political science).

10. Know that problems of common concern often elicit international cooperation and conflict (political science).

11. Know the location and use of economic resources in Europe and the Soviet Union (economics and geography).

12. Know that there is an unequal distribution of natural resources (geography and economics).

13. Know the importance of natural resources (geography and economics).

14. Know the major characteristics of the economic systems of Europe and the Soviet Union (economics).

15. Know that economies are interdependent in Europe and the Soviet Union (economics and political science).

16. Know that governments are supported by taxes paid by citizens (political science and economics).

17. Know the basic social institutions and how these institutions serve the societies of Europe and the Soviet Union (sociology).

18. Know the influence of ideas and inventions in changing ways of living (sociology, anthropology, history, and economics).

19. Know that ways of living change over time and understand why and how these changes occur (history).

20. Know that change affects the lives of people (history, sociology, and anthropology).

21. Know that the histories of the Soviet Union and the nations of Europe affect the lives of people today (history, political science).

Grade 6 Outline (Skills)

THE LEARNER WILL:

1. Identify and define problems and suggest ways of solving them.
2. Locate and gather needed information.
3. Evaluate information.
4. Organize and analyze information and draw conclusions.
5. Use maps and globes.
6. Have a sense of time and chronology.
7. Demonstrate growth in self-management.
8. Participate effectively in groups.

SOCIAL STUDIES

Grade Level: 6 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 1: The learner will know the major physical features of Europe and the Soviet Union (geography).

Objectives	Measures
1.1 Locate major landforms and bodies of water.	1.1.1 Given a map of Europe and the Soviet Union, determine the location of major landforms and bodies of water and place them on an outline desk map.
	1.1.2 Answer questions such as the following: The Ural Mountains are located in which of the following countries? a. Soviet Union b. Italy c. Austria d. Switzerland
	1.1.3 Point out on a classroom wall map the major landforms and bodies of water of Europe and/or the Soviet Union.

SOCIAL STUDIES

Grade Level: 6 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 2: The learner will know that physical geography is a factor in determining how and where people live, and have lived (geography, history).

Objectives	Measures
2.1 Identify instances in which physical geography is, or has been a significant factor in determining how/where people live, or have lived, in Europe or the Soviet Union.	2.1.1 Given population density maps and physical maps of Europe and the Soviet Union, describe instances in which physical geography is, or has been, a significant factor in determining how/where people live, or have lived.
	2.1.2 Draw a picture depicting instances in which physical geography is, or has been, a significant factor in determining how and where people live, or have lived, in Europe and/or the Soviet Union.
	2.1.3 Identify instances where mountains are, or have been, a significant factor in determining how and where people live, or have lived, in Europe and/or the Soviet Union.
	2.1.4 Make a collection of newspaper/magazine articles and pictures which illustrate how physical geography affects where people live.

Grade Level: 6

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 2: The learner will know that physical geography is a factor in determining how and where people live, and have lived (geography, history).

Objectives	Measures
2.2 Analyze ways in which technology overcomes the effects of physical geography.	2.2.1 Answer questions such as the following: Which of the following is not a way people have overcome the effects of physical geography by using technology? a. They have blasted mountains to make way for highways. b. They have built skyscrapers in places where there is little space. c. They have learned to domesticate certain breeds of animals.
	2.2.2 Given descriptions of ways of living in Europe and the Soviet Union, identify technology as a means of overcoming the effects of physical geography.
	2.2.3 Given a list of possible forms of technology used to overcome the effects of physical geography, and a description of ways of living in Europe and/or the Soviet Union, match the correct description(s) with the most useful form of technology.
	2.2.4 Brainstorm a list of possible solutions to problems created by physical geography.
	2.2.5 Draw or find pictures of technological solutions to physical barrier obstacles.

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 2: The learner will know that physical geography is a factor in determining how and where people live, and have lived (geography, history).

Objectives		Measures
2.3 Evaluate changes in the extent to which physical geography has influenced the lives of people in Europe and the Soviet Union.	2.3.1	Evaluate changes in the extent to which physical geography influences the lives of people, given three or more descriptions of life in Europe and the Soviet Union at different time periods.
	2.3.2	Given a specific location in Europe or the Soviet Union, describe the influence of terrain upon the lives of the people who live there.
	2.3.3	Given a specific location in Europe or the Soviet Union, describe the influence of weather and climate upon the people who live there.
	2.3.4	Draw a picture showing a specific location before and after a change in the physical environment, and evaluate the change.

SOCIAL STUDIES

Grade Level: 6 **Skills/Subject Area:** Social Studies/Knowledge

COMPETENCY GOAL 3: The learner will know that there are traditional symbols of citizenship and/or nationality (history, political science).

Objectives	Measures
3.1 Identify symbols of citizenship or nationality in Europe and the Soviet Union.	3.1.1 Draw or locate pictures of the national flags, leaders, or other symbols of citizenship or nationality in European nations and the Soviet Union, and explain the significance of these traditional symbols.
	3.1.2 Verbalize, from a graphic representation of the symbols of citizenship in a European nation or the Soviet Union, the significance of such symbols.
	3.1.3 Answer questions such as the following: What is the significance of the hammer and sickle on the flag of the Soviet Union?
	3.1.4 Draw national symbols for an imaginary nation.

SOCIAL STUDIES

Grade Level: 6 **Skills/Subject Area:** Social Studies/Knowledge

COMPETENCY GOAL 4: The learner will know that there are different forms of government and that these forms may change over time (political science, history).

Objectives	Measures
4.1 Identify European and Soviet governmental forms.	4.1.1 Given a list of European and Soviet examples of governmental forms (either historical or contemporary), and a separate list of definitions of governmental forms, match the example with the correct definition.
	4.1.2 Answer questions such as the following: Stalin's Soviet government was an example of which of the following governmental forms? a. monarchy b. oligarchy c. dictatorship d. republic
	4.1.3 Give a European or Soviet example (either historical or contemporary) for the following governmental forms: monarchy, oligarchy, dictatorship, and republic.
	4.1.4 Make a chart depicting characteristics of the forms of government of major European nations.
	4.1.5 Answer questions such as the following: Which of the following terms best describes a monarchy? a. hereditary b. absolute rule c. elections d. voting

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 4: The learner will know that there are different forms of government and that these forms may change over time (political science, history).

Objectives	Measures
4.2 Identify the reasons for, and the results of a change in government in terms of individual rights.	4.2.1 Given a change in government, describe the reasons for the change and the results of the change in terms of the rights of the individuals.
	4.2.2 Given a description of the resignation of Nicholas II as the Czar of Russia in the early 1900s, state the reasons for the resignation and the results the resignation had in terms of the rights of individuals.
	4.2.3 Given a description of the Soviet invasion in Hungary in 1956, depict in pictorial form either the reasons for the invasion or the results of the invasion on the rights of individuals, and explain the illustration.
4.3 Distinguish differences between revolutionary and evolutionary changes in government.	4.3.1 Given materials citing examples from the governments of Europe and the Soviet Union, describe major differences between revolutionary and evolutionary changes in government.
	4.3.2 Answer questions such as the following: Which of the following terms are associated with revolutionary changes in government? a. overthrow b. violence c. swiftness d. voting
	4.3.3 Make a chart depicting differences between revolutionary and evolutionary changes in government.

SOCIAL STUDIES

Grade Level: 6 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 5: The learner will know that different forms of government have different ways of choosing and changing leaders (political science).

Objectives	Measures
5.1 Identify ways of selecting and changing leaders in the governments of Europe and the Soviet Union.	5.1.1 Given illustrations of the characteristics of governments of Europe and/or of the Soviet Union, describe the ways of selecting and changing leaders.
	5.1.2 Correctly complete the following statement: People are more likely to want to change their government when a. they are in the midst of a terrible depression and unemployment is high. b. they are in a period of "good times" and nearly everyone has a job. c. the government is known to be efficient and honest. d. they have just come through many years of rapid change, and now things have "quieted" down.
	5.1.3 Draw a chart depicting the selection process for leaders in the Soviet Union. Explain the chart.
5.2 Identify the steps of choosing chief executives in a parliamentary democracy.	5.2.1 List the steps of choosing a chief executive in a parliamentary democracy like Britain.
	5.2.2 Compare the steps of choosing the chief executive in the Soviet Union with a parliamentary democracy like Great Britain.
	5.2.3 Given the steps of choosing the chief executive in France, compare and contrast the method of choosing the chief executive in France with choosing the chief executive in the Soviet Union.

Grade Level: 6

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 5: The learner will know that different forms of government have different ways of choosing and changing leaders (political science).

Objectives	Measures
5.3 Identify the roles of the political party and the formal government in choosing leaders of the Soviet Union and the Eastern and Western European countries.	5.3.1 Compare the roles of the political party and the formal government in choosing leaders of the Soviet Union with the more democratic nations in Europe. 5.3.2 Make a chart showing the roles of the political party and the formal government in choosing leaders of a selected European country.

SOCIAL STUDIES

Grade Level: 6 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 6: The learner will know that different societies have different attitudes toward the rights of citizens versus the authority of the state (political science).

Objectives	Measures
6.1 Know examples of democratic and undemocratic relationships between citizens and their governments in Europe and the Soviet Union.	6.1.1 Given examples of rights of citizens in Europe and the Soviet Union (e.g., free speech, private property rights, censorship, freedom of the press), distinguish democratic from undemocratic relationships.
	6.1.2 Make a collage depicting a society which believes in human rights or a society with little regard for human rights.
6.2 Analyze citizenship rights in democratic and undemocratic societies.	6.2.1 Given magazine and newspaper articles, compare the citizenship rights in democratic and undemocratic societies.
	6.2.2. Contrast citizenship rights in democratic and undemocratic societies with reference to private and free speech.
	6.2.3 After role playing incidents related to religious freedom and citizenship rights in democratic and/or undemocratic societies, explain the role play.

Grade Level: 6 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 7: The learner will know the need for legitimate authority and for persons in roles of authority (political science).

Objectives		Measures	
7.1	Describe differences between legitimate authority and abuse of authority.	7.1.1	Given a list of historic or contemporary examples of authority from Europe and the Soviet Union, judge the examples of authority as either legitimate or abusive by expressing a subjective opinion or by using a rating scale.
		7.1.2	Write a reaction to the Soviet invasion of Afghanistan or the British position in the Falklands from the point of view of the opposing parties.
7.2	Cite examples in the history of Europe and/or the Soviet Union of the need for legitimate authority.	7.2.1	Research and report on chaotic events in the history of Europe and/or the Soviet Union.
		7.2.2	Correctly complete the following sentence: The Queen of England has no power over making laws or ruling the country, she is consulted because a. it is a habit to consult her. b. there is no one else to consult. c. she is very agreeable. d. she has legitimate authority.
		7.2.3	Give an example of the need for legitimate authority in Europe and/or the Soviet Union, and explain the example.

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 7: The learner will know the need for legitimate authority and for persons in roles of authority (political science).

Objectives	Measures
7.3 Describe the source of authority for a law or for an authority figure.	7.3.1 Describe, from the perspective of Queen Elizabeth II of Great Britain, the source of her authority.
	7.3.2 Answer questions such as the following: The German legislative assembly enacts a law to control the speed on German highways. Where do they get their authority to do so? a. the king b. the prime minister [✓ c. the constitution] d. the Premier
	7.3.3 Given a law, explain the source of its authority.
	7.3.4 Given a world leader, explain the source of her/his authority.

Grade Level: 6   Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 8: The learner will know the benefits and burdens of responsibility (political science).

Objectives		Measures
8.1 Identify the benefits and burdens of individual responsibility.	8.1.1	Give examples of the effect(s) of responsible behavior on predictability, security, efficiency, cooperation, fair distribution of benefits and burdens, and community spirit on people in Europe and/or the Soviet Union.
	8.1.2	Discuss the effect(s) of abdication of responsibility in terms of burden of fulfillment, feelings of resentment, anxiety related to possible failure, and sacrifice of other's interests, needs, or values on the people of Europe and/or the Soviet Union.
	8.1.3	After viewing a film or filmstrip on the Soviet Union or a European nation, list some benefits and burdens of individual responsibility in the nation viewed.
8.2 Explain examples from Europe and/or the Soviet Union of the benefits and burdens of responsibility.	8.2.1	Analyze examples from Europe and/or the Soviet Union of benefits and burdens of responsibility.
	8.1.2	Construct a collage depicting some benefits and burdens of civic responsibility in any European nation studied.
	8.2.3	Describe the benefits and burdens of individual responsibility in Poland.

SOCIAL STUDIES

Grade Level: 6

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 9: The learner will know how to evaluate issues of corrective, distributive, and procedural justice (political science).

Objectives	Measures
9.1 Cite examples from Europe of issues involving fairness.	9.1.1 Given a list of issues facing Europe and the Soviet Union, determine what questions exist regarding fairness.
	9.1.2 Given magazines and newspapers, find examples of issues involving fairness in Europe and/or the Soviet Union.
9.2 Know whether the issues of fairness involve distributive, corrective, or procedural justice.	9.2.1 Cite examples of issues of corrective, distributive, or procedural justice drawn from Europe and/or the Soviet Union.
	9.2.2 Correctly respond to the following: Elderly people in many European nations receive government benefits for things such as housing and health care. This is an example of a. corrective justice. b. distributive justice. c. procedural justice.
	9.2.3 Brainstorm a list of events from any European nation associated with a problem of corrective justice in Europe.

SOCIAL STUDIES

Grade Level: 6 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 10: The learner will know that problems of common concern often elicit international cooperation and conflict (political science).

Objectives	Measures
10.1 Know problems which cross boundaries within and among European nations and the Soviet Union.	10.1.1 Describe problems which cross boundaries within and among European nations and the Soviet Union.
	10.1.2 Answer questions such as the following: Which of the problems do not cross boundaries within and among European nations and the Soviet Union? a. acid rain b. adequate supply of water c. unemployment d. oil spills
	10.1.3 Brainstorm a list of problems common to Europe and the Soviet Union.
10.2 Know examples of international cooperation and international conflict among governments of Europe and the Soviet Union.	10.2.1 Make a collage depicting examples of international cooperation or international conflict, using pictures cut from magazines and newspapers, that describe relations among governments of Europe and the Soviet Union.
	10.2.2 Describe recent examples of conflict and/or cooperation in Europe or the Soviet Union (e.g., placement of nuclear warheads in Europe and objection by Europeans and Soviets).

SOCIAL STUDIES

Grade Level: 6 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 11: The learner will know the location and use of economic resources in Europe and the Soviet Union (economics, geography).

Objectives	Measures
11.1 Identify economic resources present in the Soviet Union and European nations.	11.1.1 Given a listing of economic resources, select those resources present in the Soviet Union and Europe.
	11.1.2 Answer questions such as the following: Which of the following economic resources is not present in Europe and/or the Soviet Union? a. forests b. coal c. people d. plenty of land for farming
	11.1.3 Brainstorm a list of economic resources. Then select from the list those economic resources present in Europe and/or the Soviet Union.
	11.1.4 Identify economic resources present in pictures.

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 11: The learner will know the location and use of economic resources in Europe and the Soviet Union (economics, geography).

Objectives	Measures
11.2 Categorize the economic resources of the nations of Europe and the Soviet Union.	11.2.1 Code a listing of resources found in a geographic area as either human, natural, capital, or technological.
	11.2.2 Answer questions such as the following: Which of the following is an example of a natural resource? a. trees b. hammer c. nails d. paint
	11.2.3 Answer questions such as the following: Which of the following is not an example of capital? a. miner b. weaving machines c. cash registers d. assembly equipment
	11.2.4 Give examples of human, natural, capital, or technological resources in Europe and/or the Soviet Union.
	11.2.5 Make models or collect samples of capital and natural resources.
11.3 Know the use being made of major natural resources of Europe and/or the Soviet Union.	11.3.1 Describe the use being made of a major natural resource present in the Soviet Union and Europe.
	11.3.2 Draw a picture depicting the use being made of waterways in Europe and/or the Soviet Union and explain the picture.

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 11: The learner will know the location and use of economic resources in Europe and the Soviet Union (economics, geography).

Objectives	Measures
11.4 Know economic relationships among the location of natural resources, roads/railroads, labor supplies, and production facilities in Europe and/or the Soviet Union.	11.4.1 Given descriptions, maps, or charts showing available resources within a region, describe the type of economic activity that is likely to be found in the region.
	11.4.2 Given the names and geographic locations of industrial and commercial centers, determine the type of natural resources found in that region using maps, atlases, and other reference materials.
	11.4.3 Given maps of highways and railways, the names and locations of production plants, and the locations of major concentrations of natural resources, compute the distances natural resources and finished products must be transported to be used in manufacturing or sold in Europe and/or the Soviet Union.

SOCIAL STUDIES

Grade Level: 6 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 12: The learner will know that there is an unequal distribution of natural resources (geography, economics).

Objectives	Measures
12.1 Locate major resources on a map of Europe and the Soviet Union.	12.1.1 Given a map, give the latitude and longitude of major sources of oil, coal, and industrial minerals in Europe and/or the Soviet Union.
	12.1.2 Use a classroom wall map to describe the proximity to major population centers of major oil, coal, and industrial minerals deposits.
	12.1.3 Enter symbols on an outline map to mark the location of major oil, coal, and ore deposits.
	12.1.4 List the major resources in the countries of Europe and/or the Soviet Union.
12.2 Know areas best suited for agriculture and extractive industry (e.g., mining, forestry).	12.2.1 Given a physical/resource map of Europe and/or the Soviet Union, determine the location of areas best suited for agriculture and for extractive industry, and color code these areas on an outline desk map.
	12.2.2 Locate on a map the areas best suited for agriculture and for extractive industry, and give reasons why in writing.

Grade Level: 6 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 13: The learner will know the importance of natural resources (geography, economics).

Objectives	Measures
13.1 Identify examples of natural resources which have been consumed, conserved, polluted, destroyed, and/or renewed in Europe and/or the Soviet Union.	13.1.1 Find examples of natural resources in Europe and/or the Soviet Union which have been consumed, conserved, polluted, destroyed, and/or renewed, and categorize the examples.
	13.1.2 Draw or find a picture of a natural resource that has been polluted in Europe and/or the Soviet Union.
	13.1.3 List ways natural resources are consumed.
13.2 Suggest causes and effects of, as well as alternatives to, the pollution of resources in Europe or the Soviet Union.	13.2.1 Given a case study drawn from Europe or the Soviet Union, suggest reasons why the pollution occurred.
	13.2.2 Given a case study drawn from Europe or the Soviet Union, suggest ways of renewing the polluted resources. (Sample case study: An oil spill in the North Sea.)
	13.2.3 Plan a conservation campaign for natural resources.
	13.2.4 Make a "before and after" poster depicting the pollution of a resource in Europe and/or the Soviet Union.
13.3 Predict the consequences of overconsumption of nonrenewable resources in Europe and the Soviet Union.	13.3.1 Given a case study of the overconsumption of nonrenewable resources in Europe and the Soviet Union, predict the consequences of overconsumption by writing a newspaper headline for the year 2050. Write an article or draw a picture to accompany the headline.
	13.3.2 Draw a picture depicting the effects that overconsumption might have on a nonrenewable resource in Europe and/or the Soviet Union.

SOCIAL STUDIES

Grade Level: 6 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 14: The learner will know the major characteristics of the economic systems of Europe and the Soviet Union (economics).

Objectives	Measures
14.1 Identify economies of Europe and the Soviet Union.	14.1.1 Given a list of economies of Europe and the Soviet Union in various stages of development, categorize the economy as either preindustrial or industrial.
	14.1.2 Give a definition of a preindustrial and industrial economy and give an example from Europe and/or the Soviet Union of each type.
	14.1.3 Make a poster/chart that describes the economy of a given country in Europe and/or the Soviet Union as either preindustrial or industrial. Explain the poster/chart.

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 14: The learner will know the major characteristics of the economic systems of Europe and the Soviet Union (economics).

Objectives	Measures
14.2 Compare command, mixed, and market economies.	14.2.1 Match command, mixed, and market economies with precise descriptions of each.
	14.2.2 Correctly complete the following sentence: A "mixed economy" is characterized by a. sharing of executive positions by men and women. b. cooperative savings and investments. c. public and private decision making. d. federal and state ownership of all resources.
	14.2.3 Correctly complete the following sentence: In a command economy, the means of production (capital) are owned by a. corporations. b. partnerships. c. cooperatives. d. the government.
	14.2.3 Recite a definition of a command economy and give an example from Europe and/or the Soviet Union.
	14.2.4 Make a chart contrasting the differences between a command, market, and mixed economy.

SOCIAL STUDIES

Grade Level: 6 **Skills/Subject Area:** Social Studies/Knowledge

COMPETENCY GOAL 15: The learner will know that economies are interdependent in Europe and the Soviet Union (economics, political science).

Objectives	Measures
15.1 Identify examples of interdependence in Europe and the Soviet Union.	15.1.1 Given examples of interdependence in the economies of Western European nations and of Eastern Europe and the Soviet Union, explain interdependence.
	15.1.2 Answer questions such as the following: Which of the following is not an example of interdependence in the economies of Western European nations and of Eastern Europe and the Soviet Union? a. trade b. communications c. transportation d. elections
	15.1.3 Correctly respond to the following: Our country buys coffee from Brazil and beef from Argentina. We sell steel to Japan and wheat to the Soviet Union. The trading described above is an example of a. competition. b. indepencence. c. interdependence. d. profit.

Grade Level: 6

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 15: The learner will know that economies are interdependent in Europe and the Soviet Union (economics, political science).

Objectives	Measures
15.2 Identify examples of international economic interdependence in European and Soviet economic activities.	15.2.1 Give examples of economic interdependence with developing and non-Western countries.
	15.2.2 Identify examples of international economic interdependence in Western nations.
	15.2.3 Correctly respond to the following: A German owned and operated factory located in North Carolina represents a a. foreign monopoly. b. barrier to trade. c. foreign investment. d. protection agency.
	15.2.4 Given pictures of urban centers in different European countries and the Soviet Union, find evidence that each country is tied to other parts of the world (e.g., vehicles, signs, buildings, foreign businesses).
	15.2.5 Write a paragraph evaluating the importance of international interdependence among nations. a. They have blasted mountains to make way for highways. b. They have built skyscrapers in places where there is little space. c. They have learned to domesticate certain breeds of animals.

SOCIAL STUDIES

Grade Level: 6 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 16: The learner will know that governments are supported by taxes **paid by citizens** (political science, economics).

Objectives	Measures
16.1 Cite relationships between tax payment and government services in Europe and the Soviet Union.	16.1.1 Given a description of government services in Europe and the Soviet Union, cite relationships between tax payment and those services.
	16.1.2 Construct a collage or a bulletin board display relating tax payment to government services in any European nation.
16.2 Define "welfare state" in terms of the number and scope of government services offered to citizens and in terms of taxes paid by citizens.	16.2.1 Distinguish between welfare states and others in terms of the number and scope of government services offered to citizens and in terms of taxes paid by citizens.
	16.2.2 Answer questions such as: Which of these conditions are present in a welfare state? a. high taxes b. many services to citizens c. "cradle to the grave" d. low taxes
	16.2.3 Write a report showing how the amount of taxes collected relates to the amount of government services rendered in the welfare state versus free enterprise economies.
	16.2.4 Draw a pie graph depicting the portion of services provided by taxes in selected European countries.

SOCIAL STUDIES

Grade Level: 6 **Skills/Subject Area:** Social Studies/Knowledge

COMPETENCY GOAL 17: The learner will know the basic social institutions and how these institutions service the societies of Europe and the Soviet Union (sociology).

Objectives	Measures
17.1 Identify the basic social institutions of Europe and/or the Soviet Union.	17.1.1 Given descriptions of societies in Europe and the Soviet Union, identify the basic social institutions of these societies.
	17.1.2 Given information about a European nation, construct a collage or bulletin board display depicting that nation's social institutions.
	17.1.3 Given a list of basic social institutions (e.g., church, school, family), describe its influence in a particular society.
17.2 Identify the functions of basic social institutions.	17.2.1 Given a list of basic social institutions and a separate list of descriptions of ways institutions influence societies of Europe and/or the Soviet Union, match the institution with the influence.
	17.2.2 Construct a bulletin board display illustrating services performed by basic social institutions in any European society.
	17.2.3 Compare and contrast the functions of basic social institutions of two European nations.
17.3 Identify beliefs common to the people of European nations and of the Soviet Union, and how these beliefs affect their basic social institutions.	17.3.1 Given statements of beliefs common to the people of European nations and of the Soviet Union, suggest how these beliefs might affect the basic social institutions of the societies.
	17.3.2 Answer questions such as: If people who live in Britain tend to believe in individual liberty and freedom, how will this affect their schools?
	17.3.3 Role play a European leader appearing on a talk show by answering questions about the effects of basic social institutions on your citizens.

Grade Level: 6 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 18: The learner will know the influence of ideas and inventions in changing ways of living (sociology, anthropology, history, economics).

Objectives	Measures
18.1 Describe changes inventions have made in ways of living in Europe and the Soviet Union.	18.1.1 Given changes made in ways of living in Europe and the Soviet Union by such significant inventions as steam power and air travel, cite reasons for the change.
	18.1.2 Given changes made in ways of living in Europe and the Soviet Union by such significant inventions as steam power and air travel, cite both positive and negative effects of changes.
	18.1.3 List inventions that originated in Europe and/or the Soviet Union.
18.2 Identify ideas that have influenced cultures of Europe and the Soviet Union.	18.2.1 Given examples of interdependence and/or influence among cultures of Europe and the Soviet Union, cite reasons for the influence and/or interdependence of certain ideas and/or inventions.
	18.2.2 Given examples of interdependence and/or influence among cultures of Europe and the Soviet Union, cite both positive and negative effects of such interdependence and/or influence.
	18.2.3 Compare words and phrases from the languages of European countries.
	18.2.4 Compare music and dance in several European countries.
	18.2.5 Describe how the following ideas have influenced Europe and/or the Soviet Union: nationalism, the peace movement, and Protestantism.

SOCIAL STUDIES

Grade Level: 6 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 19: The learner will know that ways of living change over time, and understand how and why these changes occur (sociology, anthropology, and history).

Objectives	Measures
19.1 Identify changes which have occurred in Europe and/or the Soviet Union.	19.1.1 Given a series of photographs depicting changes in ways of living (e.g., dress, housing, work, transportation, entertainment) in Europe and/or the Soviet Union, identify the changes which have occurred.
	19.1.2 Draw a picture depicting a change that has taken place in Europe and/or the Soviet Union and explain it.
	19.1.3 Answer questions such as the following: In which of the following ways have people changed their physical environment to help them travel more easily from place to place? a. People have built large highways that crisscross the country. b. People have designed cars which can travel at high rates of speed. c. People have made automobiles cheap enough to be affordable. d. People have developed standardized safety rules for the highways.
	19.1.4 Write a letter to a make-believe pen pal in France describing a change in the United States.

Grade Level: 6

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 19: The learner will know that ways of living change over time, and understand how and why these changes occur (sociology, anthropology, and history).

Objectives	Measures
19.2 Explain the reasons for change in Europe or the Soviet Union.	**19.2.1 Given examples of change in Europe and/or the Soviet Union, give reasons for the change from a predetermined list.**
	19.2.2 Write a cause and effect paragraph explaining the reasons for a change in Europe and/or the Soviet Union.
	19.2.3 Given information about the Communists' new government for the Soviet Union, called the Union of the Soviet Socialist Republics, explain the reasons for this change.
	19.2.4 Given a body of answers on change in Europe and/or the Soviet Union, write the correct questions for those answers. **Example: Answer #1:** "Because the U.S.S.R. turned the part of Germany under its control after World II into a Communist state and refused to allow free elections." Possible Question: Why is Germany a divided nation?

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 19: The learner will know that ways of living change over time, and understand how and why these changes occur (sociology, anthropology, and history).

Objectives	Measures
19.3 Identify the effects of important changes which have occurred in Europe or the Soviet Union.	19.3.1 Given a list of important changes which have occurred in Europe and/or the Soviet Union, and a separate list of effects of those changes, match the important change with the effect of that change.
	19.3.2 Given an important change which has occurred in Europe or the Soviet Union, describe the effects of that change.
	19.3.3 Compare and contrast ways of living in Europe and/or the Soviet Union before and after an important change occurred.
	19.3.4 List positive and negative effects of change in Europe and/or the Soviet Union.
	19.3.5 Discuss the hypothesis: Change creates problems.

SOCIAL STUDIES

Grade Level: 6 | Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 20: The learner will know that change affects the lives of people (history, sociology, and anthropology).

Objectives	Measures
20.1 Recognize the most logical result(s) of a change in Europe and/or the Soviet Union.	20.1.1 Given a list of possible results of a given change in Europe and/or the Soviet Union, select the most logical results of the change.
	20.1.2 Answer questions such as the following: Which of the following possible results of changing ways of life in Europe from the Middle Ages to the Renaissance are true statements? a. Kings and queens became more powerful. b. Raising animals became more profitable than growing crops. c. Freedom was seen as a right belonging to everyone. d. Knights protected themselves by armor.
	20.1.3 Role play the most logical result(s) of a change.
20.2 Predict logical effects of change on the lives of the people in Europe and/or the Soviet Union.	20.2.1 Given a change occurring in Europe and/or the Soviet Union, predict the logical effects the change will have on the lives of people.
	20.2.2 Given information on the change in Europe from the Middle Ages to the Renaissance, predict the logical effects of this change on the lives of the serfs, knights, vassals, kings, and queens.
	20.2.3 Write a skit depicting a logical effect of a change.

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 20: The learner will know that change affects the lives of people (history, sociology, and anthropology).

Objectives	Measures
20.3 Know that change can be economic, social, or political in nature.	20.3.1 Given a list of examples of change in Europe and/or the Soviet Union, code the changes on the list as economic, social, or any combination of these.
	20.3.2 Given the following list of examples of change in Europe and/or the Soviet Union, code the changes on the list as economic, social, political, or any combination of these: a. Queen Elizabeth I becomes Queen of England. b. Lenin leads the Communist revolution in the Soviet Union. c. Julius Caesar is assassinated. d. The Berlin Wall is built. Explain the reasons for the choices made.
	20.3.3 Write a report on an economic, social, or political change.

Grade Level: 6 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 21: The learner will know that the histories of the Soviet Union and the nations of Europe affect the lives of their citizens today (history, political science, economics).

Objectives	Measures
21.1 Understand the influence of an important event in the history of the Soviet Union or a European nation on the lives of its citizens today.	21.1.1 Analyze the influence of an important event in the history of Europe and/or the Soviet Union on the lives of its citizens today.
	21.1.2 Analyze, from the perspective of a citizen in East Berlin today, the influence the building of the Berlin Wall has had on their lives.
	21.1.3 Write a newspaper article analyzing the influence that the launching of Sputnik (1957) had on the lives of citizens in Europe and/or the Soviet Union today.
21.2 Identify the influence(s) of a significant event in the history of Europe and/or the Soviet Union as economic, social, political, or any combination of these.	21.2.1 Categorize the influence(s) of a significant event in the history of Europe and/or the Soviet Union as economic, social, political, or any combination of these.
	21.2.2 Answer questions such as the following: The most significant influence of the formation of the European Common Market on the lives of the citizens of Europe today has been in which of the following areas? a. economic b. social c. religious d. political
	21.2.3 Draw a picture characterizing the influence(s) of a significant event in the history of Europe and/or the Soviet Union. Then place the picture on the bulletin board under the appropriate category of economic influences, social influences, political influences, or any combination of these.

Grade Level: 6

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 21: The learner will know that the histories of the Soviet Union and the nations of Europe affect the lives of their citizens today (history, political science, economics).

Objectives	Measures
21.3 Know causes from the past of a significant current event in Europe and/or the Soviet Union.	21.3.1 Identify pertinent causes (or antecedents) from the past of a significant current event in Europe and/or the Soviet Union.
	21.3.2 Brainstorm a list of causes (or antecedents) from the past of current objections by some in Western Europe to the placing of nuclear weapons in their countries.
	21.3.3 Discuss in small groups the pertinent causes (or antecedents) from the past of current objections by some in Poland to Soviet domination of their country.

SOCIAL STUDIES

Grade Level: 6 Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 1: The learner will identify and define problems and suggest ways of solving them.

Objectives	Measures
1.1 Recognize a problem exists.	1.1.1 Given facts indicating that many people in Europe are in disagreement about the placement of United States missiles in certain European countries, recognize a problem exists.
	1.1.2 Given a data sheet on energy consumption in Western Europe, and the political problems in the Middle East, recognize the potential problem for the economy in Western Europe.
1.2 Identify the viewpoints of parties to a problem.	1.2.1 Given the conflict over United States missiles in Europe, identify the basic assumptions of people for and against the missile deployment, e.g., antimissile, fear of imminent nuclear war, and pro-missile concern for strong defense.
	1.2.2 Given the data on energy consumption in Europe and the potential problem of oil supply from the Middle East, identify the basic assumptions of people for, and against the increase in nuclear power plants, e.g., those who fear for a nuclear accident, and those who feel the need for more energy for economic expansion.

Grade Level: 6

Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 1: The learner will identify and define problems and suggest ways of solving them.

Objectives	Measures
1.3 Identify value conflicts inherent in the problem.	1.3.1 Given the facts on United States missile deployment in Europe, identify the value conflicts inherent in the problem, e.g., the antimissile people believe the missiles are a threat to peace, the pro-missile people see the missiles as a show of strength against a ruthless enemy.
	1.3.2 Given the data on the energy needs of Western Europe, and the need for a more secure supply, identify the value conflicts in the problem, e.g., the pronuclear power groups see economic materialism as more important, the antinuclear groups see the threat to life through accident or sabotage as more important.
1.4 Determine methods of finding the most reasonable solution to a problem.	1.4.1 Given an educated guess (hypothesis) on the solution to the nuclear missile problem, cite from three or more sources of data to confirm or reject the hypothesis (e.g., do an opinion poll, view a television program on pros and cons).
	1.4.2 Given an educated guess (hypothesis) on the nuclear power (energy) solution, cite references from resource people in the community (e.g., power company official, college professor, nuclear engineer).
	1.4.3 Suggest an experimental course of action to determine the feasibility of a solution.
	1.4.4 When given a current problem, cite research on similar problems and ways they were solved in other situations and/or locations.

SOCIAL STUDIES

Grade Level: 6 Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 2: The learner will locate and gather information.

Objectives	Measures
2.1 Choose appropriate reference books and sources.	2.1.1 When given unfamiliar terms, use dictionaries and glossaries.
	2.1.2 Use specialized reference books to locate information about specific groups, countries, and regions.
	2.1.3 Use card catalogues and Reader's Guides to locate information from a variety of sources.
2.2 Collect information through interviews.	2.2.1 When preparing to interview a specific person for a specific purpose, prepare appropriate questions.
	2.2.2 Report orally, in writing, or record the interviews.
2.3 Collect information using surveys and questionnaires.	2.3.1 Prepare a questionnaire/survey either individually or cooperatively.
	2.3.2 Compile information collected with surveys and questionnaires.
2.4 Read charts, graphs, and time lines in a variety of sources.	2.4.1 When given tables, charts, graphs, and time lines, answer specific questions using the available information.

SOCIAL STUDIES

Grade Level: 6 Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 3: The learner will evaluate information.

Objectives	Measures
3.1 Check new data against other information from additional sources.	3.1.1 When given unfamiliar information, verify it using appropriate sources.
3.2 Identify words which arouse emotions.	3.2.1 When given a list of descriptive words, identify those which convey emotion.
	3.2.2 When given a passage or article to read, identify emotional words and phrases.
3.3 Identify evidence of propaganda.	3.3.1 When given copies of speeches and/or written passages, identify the point of view of the speech or outline.
	3.3.2 When given examples of speeches and advertisements, identify techniques such as "bandwagons," "testimonials," or "name calling."
3.4 Determine completeness and inconsistencies in data.	3.4.1 When given information related to a specific topic from different sources, identify similarities and differences.
	3.4.2 When given information about a familiar topic, make subjective judgments about the need for additional information.

SOCIAL STUDIES

Grade Level: 6 **Skills/Subject Area:** Social Studies/Skills

COMPETENCY GOAL 4: The learner will organize and analyze information.

Objectives	Measures
4.1 Organize information.	4.1.1 Take notes when reading or listening to oral presentations.
	4.1.2 Outline information ordering major topics and subtopics.
	4.1.3 Summarize information in her/his own words.
4.2 Analyze information.	4.2.1 When given quantifiable data, construct bar graphs or circle graphs.
	4.2.2 When given average rainfall, temperatures, and growing seasons, make inferences about agricultural activity.
4.3 Draw conclusions.	4.3.1 Define a problem.
	4.3.2 Present evidence for both sides of an argument.
	4.3.3 When given additional information, revise generalizations, inferences, and conclusions.
4.4 Select a rational course of action.	4.4.1 Recognize and list available alternative solutions for specific problems.
	4.4.2 When given a list of alternatives, predict consequences for each alternative.
	4.4.3 List arguments for and against each alternative.
	4.4.4 State criteria to be used in deciding.
	4.4.5 When given a list of alternative courses of action for a particular problem, choose a course of action that is likely to succeed.

SOCIAL STUDIES

Grade Level: 6 Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 5: The learner will use maps and globes.

Objectives	Measures
5.1 Orient maps and note directions.	5.1.1 Orient desk outline, textbook, and atlas maps correctly to the north.
	5.1.2 Use parallels and meridians in determining direction correctly.
	5.1.3 Construct simple maps which are properly oriented as to direction.
5.2 Locate places on maps and globes.	5.2.1 Relate low latitudes to the equator and high latitudes to the polar areas.
	5.2.2 Relate latitudes to Europe and the Soviet Union.
	5.2.3 Use latitude and longitude to locate places on the map (e.g., 21° E longitude and 52° N latitude--Warsaw; or 13°E longitude and 43° N latitude--Vatican City).
5.3 Use a scale and compute distances.	5.3.1 Determine the distance between two points using the scale of miles/kilometers.
	5.3.2 Given maps of different scale, state that a smaller scale must be used to map larger areas.
	5.3.3 Compute distance between two points on maps of different scale.
5.4 Interpret map symbols.	5.4.1 Recognize symbols for political boundaries.
	5.4.2 Identify the elevation of a given point on a color contour and raised relief map.
	5.4.3 Use map legends correctly.
	5.4.4 Identify time zones.
	5.4.5 Rotate a globe to correspond to time zone.

Grade Level: 6

Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 5: The learner will use maps and globes.

Objectives	Measures
5.5 Compare maps and draw inferences from them.	5.5.1 Suggest, given a map and a city on that map, the geographic factors which contributed to the development of that city.
	5.5.2 Compare a population map and a land use map of the same area; combine the data on them, and make accurate inferences about the area.
	5.5.3 Given a question and a variety of maps, choose the map which will best answer the question.
	5.5.4 Given physical detail and latitude on a map, suggest economic activity and ways of living in a given area.
	5.5.5 Identify commonly used map projections and recognize their distortions.
	5.5.6 Given an historical or current event, identify geographic factors influencing it.

SOCIAL STUDIES

Grade Level: 6 **Skills/Subject Area:** Social Studies/Skills

COMPETENCY GOAL 6: The learner will have a sense of time and chronology.

Objectives	Measures
6.1 Demonstrate an understanding of the time system and the calendar.	6.1.1 Use correctly such definite time concepts as second, minute, decade, and century.
	6.1.2 Compute time problems using the Christian system of chronology--B.C. and A.D.
	6.1.3 Associate months with seasons of the year in both northern and southern hemispheres.
6.2 Demonstrate an understanding of the chronological sequence of events.	6.2.1 Compute the length of time between two given dates.
	6.2.2 Construct a time line representing a series of recent historical events.
	6.2.3 Identify the relationship or lack of relationship among given events occurring at about the same time in different places.

SOCIAL STUDIES

Grade Level: 6 Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 7: The learner will demonstrate growth in self-management.

Objectives	Measures
7.1 Decrease self centered perceptions.	7.1.1 Describe the feelings of other people in given situations.
	7.1.2 Accept the views of others including those that are dissimilar.
7.2 Decrease group centered perceptions.	7.2.1 When describing group behavior in another culture, make statements about the behavior without making unfavorable comparisons with her/his own group.
	7.2.2 Identify standards of conduct other than those held by her/his own group.
7.3 Decrease stereotypic perceptions.	7.3.1 When given a list of statements about a particular group or individual, pick those that are stereotypic.
	7.3.2 Spontaneously qualify statements using words such as "some," "many," "various," "often," or "sometime."
	7.3.3 When given new information on an unfamiliar group, express a willingness to reserve judgment.
7.4 Increase the ability to empathize.	7.4.1 Write a diary from the perspective of one living in another place or time.
	7.4.2 When given the views, feelings, ideas, and information about the circumstances of others, give logical reasons for their views, feelings, and ideas.
	7.4.3 When given a description of the actions of others, make subjective judgments about how the people must feel.

Grade Level: 6

Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 7: The learner will demonstrate growth in self-management.

Objectives	Measures
7.5 Increase the ability to accept diversity.	7.5.1 Describe behavioral manifestations of diversity in another culture.
	7.5.2 Describe examples of cultural diversity within our society.
	7.5.3 When describing manifestations of cultural and behavioral diversity, use nonjudgmental descriptive terms.
7.6 Increase the ability to accept change.	7.6.1 When given examples of actual or anticipated change, predict the good and bad effects of the change.
	7.6.2 When given an example of anticipated change, formulate arguments for and against the change.
7.7 Increase the ability to resolve conflict.	7.7.1 Express her/his feelings when involved in a conflict.
	7.7.2 Listen to the concerns and feelings of others.
	7.7.3 Confine remarks and descriptions to her/his feelings and behavior.
	7.7.4 Compromise in order to reach a solution.
7.8 Resolve dilemmas.	7.8.1 When confronted with real or hypothetical situations and asked to make judgments about the best course of action for the individuals or groups involved, explore a number of alternatives, suggest a course of action, and defend the course of action with reasons.
	7.8.2 When judging the best course of action, consider what is best for all parties involved.

Grade Level: 6 **Skills/Subject Area:** Social Studies/Skills

COMPETENCY GOAL 8: The learner will participate in group activities.

Objectives		Measures
8.1 Participate in group activities.	8.1.1	When called upon to solve a problem or make plans with others, initiate ideas.
	8.1.2	When discussing problems or making plans, listen to the ideas of others.
	8.1.3	Compromise for the good of the group.
8.2 Engage in group decision-making.	8.2.1	Vote or make her/his wishes known in some acceptable way.
	8.2.2	Generate an alternative course of action.
	8.2.3	Anticipate consequences of group decisions.
	8.2.4	Suggest ways to determine if the decision is a good one.
8.3 Act upon group decisions.	8.3.1	Accept and carry out assigned tasks.
	8.3.2	Support group decisions after they have been made.
	8.3.3	Accept tasks and express support when not in complete agreement.

GRADES 7-8

Major Emphases

The seventh grade study of Africa and Asia completes the world studies cycle begun in grade five with the study of North America and South America and continued in grade six with the study of Europe and the Soviet Union. The seventh grade study is designed to allow the students to examine societies dissimilar to those of the West in such a way as to broaden their understanding of people and places in an increasingly interdependent world. The study is also designed to help students acquire knowledge, understanding, and skills necessary for dealing with additional cultural area studies in the high school social studies program. No attempt should be made to study every country of Africa and Asia. Countries and groups of people chosen for study should reflect the variety of cultures on the African and Asian continents.

Study at the seventh grade level will draw heavily upon the discipline of geography. Emphasis will be on cultural geography. Those questions listed at the end of the 4-6 grade level description are applicable to the seventh grade level of study as well.

North Carolina's role in the history of the American nation is the subject of a year-long study at grade eight. The course covers the entire span of the area's experience, beginning with prehistory, the founding of the Carolina colony, and reaching into contemporary times. Among the historical topics included in the course are the personalities, localities, and events which have given North Carolina a distinctive place in an emerging nation. Other topics include those events linking North Carolina to the national experience, such as the struggle for independence, the establishment and development of a national government and economy, the reform of the economic and social orders, and the Civil War and foreign wars.

As this is the first course in the social studies sequence devoted primarily to history, instruction will emphasize the method and value of historical studies. Instruction will include such concepts as the building of traditions that give continuity in society, the complex process of change, and the forces, personalities, and events which underline the transformation of society.

As a result of studies at this level students should:

- be more knowledgable about the areas studied--the people, their environment, their work, their culture, and their values.

- gain an appreciation for the history and development of North Carolina.

- gain an understanding of and respect for the cultural pluralism that characterizes the American experience.
- use geographic and chronological skills.
- practice the skills of problem-solving, information gathering, evaluation, and analysis.
- participate in group learning activities, and have an increased sensitivity to the feelings of others.

Grade Seven: The Eastern Hemisphere: Africa and Asia

The seventh grade study of Africa and Asia completes the world studies cycle begun in grade five with the study of North America and South America and continued in grade six with the study of Europe and the Soviet Union. The seventh grade study is designed to allow the students to examine societies dissimilar to those of the West in such a way as to broaden their understanding of people and places in an increasingly interdependent world. The study is also designed to help students acquire knowledge, understanding and skills necessary for dealing with additional cultural area studies in the high school social studies program.

This study deals with the areas of our world having the longest record of human habitation and the richest diversity of human experience. These are regions within which the vast majority of the world's people live, and which possess some of the world's most prized economic resources.

The study at the seventh grade level will draw heavily from the discipline of geography, focusing especially on cultural geography, and asking five basic questions of each society studied: (1) Who are the people of this society? (2) What is the physical environment in which the people live? (3) How do the people make a living? (4) How is their society governed? and (5) What are their values? No attempt should be made to study every country of Africa and Asia, but approximately one-half of the year should be devoted to Africa and the other half to Asia. Countries and/or groups of people chosen for study should reflect the variety of lifestyles on the African and Asian continents.

Geography is the discipline basic to the seventh grade study. Economics, government, and history as they pertain to present conditions are emphasized. Insights from anthropology and sociology relating to culture and groups and their behavior are important to the study at the seventh grade level.

Grade 7 Outline (Knowledge)

THE LEARNER WILL:

1. Know the major physical features of Africa and Asia (geography).

2. Know that physical geography is a factor in determining where and how people live and have lived (geography).

3. Know there are traditional symbols of citizenship and/or nationality (history and political science).

4. Know that different forms of government have different ways of choosing and changing leaders (political science).

5. Know that different societies have different attitudes toward the rights of citizens versus the authority of the state (political science).

6. Know that there are different forms of government and that these forms may change over time (political science).

7. Understand the need for authority (political science).

8. Know how to evaluate issues of corrective, distributive, and procedural justice (political science).

9. Know that problems of common concern often elicit international cooperation and conflict (political science).

10. Know the location and use of economic resources in Africa and Asia (economics and geography).

11. Know that there is an unequal distribution of natural resources (geography and economics).

12. Know the importance of natural resources (geography and economics).

13. Know the major characteristics of the economic systems of Africa and Asia (economics).

14. Know that there are developed and developing economies in Africa and Asia (economics).

15. Know the economic problems of developing regions in Africa and Asia (economics).

16. Know economies are interdependent (economics).

17. Know that while each individual is unique, similarities among people are greater than differences (sociology and anthropology).

18. Know the roles of persons and groups in African and Asian societies. (sociology and anthropology).

19. Know the basic social institutions and how these institutions serve the societies in Africa and Asia (sociology).

20. Know the influence of ideas and inventions in changing ways of living (sociology, anthropology, history, economics).

21. Know that ways of living change over time, and understand why and how these changes occur (history).

22. Know that change affects the lives of people (history, sociology, and anthropology).

23. Know that the histories of regions and nations in Africa and Asia affect the lives of people today (history and political science).

Grade 7 Outline (Skills)

THE LEARNER WILL:

1. Identify and define problems and suggest ways of solving them.
2. Locate and gather needed information.
3. Evaluate information.
4. Organize and analyze information and draw conclusions.
5. Use maps and globes.
6. Have a sense of time and chronology.
7. Demonstrate growth in self-management.
8. Participate effectively in groups.

SOCIAL STUDIES

Grade Level: 7 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 1: The learner will know the major physical features of Africa and Asia (geography).

Objectives	Measures
1.1 Locate major bodies of water and land forms.	1.1.1 Given a map of Africa and/or Asia, determine the location of major land forms and bodies of water.
	1.1.2 Answer questions such as the following: The Sahara Desert is located primarily in which of the following regions of Africa? a. north b. south c. east d. west
	1.1.3 Point out on a classroom wall map the major land forms and bodies of water in Africa and/or Asia.
	1.1.4 Locate and name the four oceans and seven continents of the earth.

SOCIAL STUDIES

Grade Level: 7 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 2: The learner will know that physical geography is a factor in determining how and where people live and have lived (geography, history).

Objectives		Measures	
2.1	Identify instances in which physical geography is, or has been, a significant factor in determining how/where people live or have lived in Africa and/or Asia.	2.1.1	Given population density maps and physical maps of Africa and Asia, describe instances in which physical geography is, or has been, a significant factor in determining how/where people live or have lived.
		2.1.2	Draw or find a picture depicting instances in which physical geography is, or has been, a significant factor in determining how and where people live or have lived in Africa or Asia.
		2.1.3	Identify instances where mountains are, or have been a significant factor in determining how and where people live or have lived in Africa and/or Asia.
		2.1.4	Identify the correlation between water supply and the growth of cities.
		2.1.5	Identify a list of physical features that attract large populations for settlement.

Grade Level: 7

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 2: The learner will know that physical geography is a factor in determining how and where people live and have lived (geography and history).

Objectives		Measures	
2.2	Identify examples from Africa and Asia of adapting ways of living to physical geography.	2.2.1	Describe examples from Africa and Asia of how ways of living are altered by physical geography.
		2.2.2	Cite examples in Africa and Asia of people adapting their ways of living to a tropical rain forest environment.
		2.2.3	Make up a story describing how people in Africa and Asia have adapted their ways of living to a coastal environment.
		2.2.4	Construct a model village to illustrate how topography and climate influence types of housing.
		2.2.5	Identify, from a list of foods eaten in an African and/or Asian country, those determined by physical geography.
		2.2.6	Make a collage depicting ways of living adapted to the physical geography in Africa and/or Asia.

Grade Level: 7

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 2: The learner will know that physical geography is a factor in determining how and where people live and have lived (geography and history).

Objectives	Measures
2.3 Analyze ways in which technology overcomes the effects of physical geography.	2.3.1 Answer questions such as the following: Which of the following is not a way people have overcome the effects of their physical geography by using technology? a. They have blasted mountains to make way for highways. b. They have built skyscrapers in places where there is little space. c. They have learned to domesticate certain breeds of animals.
	2.3.2 Given descriptions of ways of living in Africa and/or Asia, identify technology as a means of overcoming the effects of physical geography.
	2.3.3 Given a list of forms of technology used to overcome the effects of physical geography and a description of ways of living in Africa and/or Asia, match the correct description(s) with the most useful form of technology.
	2.3.4 Make models demonstrating the use of technology to overcome the effects of physical geography.

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 2: The learner will know that physical geography is a factor in determining how and where people live and have lived (geography and history).

Objectives	Measures
2.4 Identify reasons for changes in the extent to which physical geography influences the lives of people.	2.4.1 Assign specific reasons for changes in the extent to which physical geography influences the lives of the people in Africa and Asia at different time periods.
	2.4.2 Given a series of pictures depicting change in lifestyle in African/Asian nations, identify technological innovations which have overcome geographic limitations.
	2.4.3 Given an appropriate map of physical features, identify those areas that would be suitable for human habitation upon the introduction of technology, i.e., irrigated desert lands are converted to grazing land.
2.5 Evaluate changes in terms of how physical geography influences the lives of people in in Africa and Asia.	2.5.1 Make judgments about the extent to which physical geography influences the lives of people, given three or more descriptions of life in Africa and Asia at different time periods.
	2.5.2 Given three or more descriptions of life in a particular African/Asian country, evaluate changes in lifestyle due to the introduction of technological innovations, (i.e., construction of bridges, highways, electricity, running water, public sewers).
	2.5.3 Given three or more descriptions of life in a particular African and/or Asian country, construct a cause and effect chart demonstrating the changes which take place in lifestyle when changes occur in the physical environment.

SOCIAL STUDIES

Grade Level: 7 **Skills/Subject Area:** Social Studies/Knowledge

COMPETENCY GOAL 3: The learner will know that there are symbols of citizenship and/or nationality (history, political science).

Objectives	Measures
3.1 Identify symbols of citizenship or nationality in Africa and Asia.	3.1.1 Draw the national flags, leaders, or other symbols of nationality in the African nations studied and explain the significance of these traditional symbols.
	3.1.2 Explain a graphic representation of the symbols of citizenship in an Asian country and the significance of such symbols.
	3.1.3 Answer questions such as the following: What is the significance of the red circle on the Japanese flag?
	3.1.4 Match the flag, leader, or symbols to the nation which they represent.
	3.1.5 Make a paper or cloth flag of an African and/or Asian country and write a report explaining the symbols, colors, and/or dates represented.

SOCIAL STUDIES

Grade Level: 7 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 4: The learner will know that different forms of government have different ways of choosing and changing leaders (political science).

Objectives	Measures
4.1 Know ways of selecting and changing leaders of the governments of Africa and/or Asia.	4.1.1 Given characteristics of selected governments of Africa and Asia, predict their way of selecting and changing leaders.
	4.1.2 Correctly complete the following sentence: People are more likely to want to change their government when a. they are in the midst of a terrible depression and unemployment is high. b. they are in a period of "good times," and nearly everyone has a job. c. the government is known to be efficient and honest. d. they have just come through many years of rapid change, and now things have "quietened down."
	4.1.3 Brainstorm a list of probable events or conditions which would make people want to change their government.
	4.1.4 Given characteristics of the government of Libya, choose from a list of options the most probable ways of selecting and changing leaders there.
4.2 Distinguish between the roles of traditional governments and formal, national governments in the societies of Africa.	4.2.1 Compare and contrast the roles of traditional governments and formal, national governments in given societies of Africa.
	4.2.2 Describe the role of the Bantu government in the Republic of South Africa.
	4.2.3 Given responses to a hypothetical situation, determine if the response is traditional or formal in nature.

Grade Level: 7 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 5: The learner will know that different societies have different attitudes toward the rights of individuals versus the authority of the state (political science).

Objectives	Measures
5.1 Distinguish democratic from undemocratic relationships between individuals and their governments in Africa and Asia.	5.1.1 Given examples of relationships between individuals and their governments in Asia and Africa, such as free speech, private property rights, censorship and freedom of the press, distinguish democratic from undemocratic relationships.
	5.1.2 Compare rights of United States citizens with the rights of citizens in China.
	5.1.3 List undemocratic practices of governments in Africa and/or Asia.
5.2 State reasons from past history or the policies of African or Asian governments for these different relationships.	5.2.1 Given democratic and undemocratic relationships between individuals and governments in Africa and Asia, state reasons from past history or the policies of African or Asian governments for these differences.
	5.2.2 Given information that the Indian government has outlawed the caste system, state reasons from past history or from Hindu beliefs for this democratic/undemocratic relationship between individuals and their government.
	5.2.3 List past events when beliefs may have influenced relationships between citizens and their governments.
	5.2.4 List reasons from past history for the Iranian hostage episode.

SOCIAL STUDIES

Grade Level: 7 **Skills/Subject Area:** Social Studies/Knowledge

COMPETENCY GOAL 6: The learner will know that there are different forms of government and that these forms may change over time (political science, history).

Objectives	Measures
6.1 Identify African and Asian governmental forms.	6.1.1 Answer questions such as the following: Ho Chi Minh's North Vietnamese government is an example of which of the following governmental forms? a. monarchy b. oligarchy c. dictatorship d. republic
	6.1.2 Answer questions such as the following: The British rule of Nigeria was an example of which of the following governmental forms? a. colonial b. traditional c. republic d. dictatorship
	6.1.3 Give an historic or current African and/or Asian example for each of the following forms of government: monarchy, dictatorship, republic, traditional, and colonial.
	6.1.4 Given a list of characteristics of the forms of government of major African/Asian nations, match the governmental form to the nation.
	6.1.5 Given a list of characteristics of the governments of major African/Asian nations, select a nation in which to live and justify her/his choice.

Grade Level: 7

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 6: The learner will know that there are different forms of government and that these forms may change over time (political science, history).

Objectives		Measures
6.2 Identify the reasons for a change in the form of government of an African and/or Asian nation.	6.2.1	Given a change in government, describe the reasons for the change.
	6.2.2	Given a description of the Communist Revolution in China in 1949, state reasons for this change.
	6.2.3	Given a description of the formation of Israel in the late 1940s, depict pictorially the reasons for this change in government.
6.3 Identify the results of a change in the form of government of an African and/or Asian government on rights of citizens.	6.3.1	Given a change in government, describe the results of the change in terms of the rights of individuals.
	6.3.2	Given a description of the Communist Revolution in China in 1949, state the results of the change in terms of the rights of individuals.
	6.3.3	Given a description of the formation of Israel in the late 1940s, illustrate the results this change had on the rights of individuals.

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 6: The learner will know that there are different forms of government and that these forms may change over time (political science, history).

Objectives	Measures
6.4 Distinguish major differences between revolutionary and evolutionary changes in government.	6.4.1 Given materials citing examples from governments of Africa and Asia, describe major differences between revolutionary and evolutionary changes in government.
	6.4.2 Answer questions such as the following: Which of the following is not an example of an evolutionary change in government? a. An election is held to replace the president of a particular country. b. A coup d'etat replaces the president of a particular country. c. A new king ascends the throne upon the death of his predecessor. d. A new five year plan is announced by the president of a particular country.
	6.4.3 Compare the results of evolutionary and revolutionary changes in government.

SOCIAL STUDIES

Grade Level: 7 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 7: The learner will understand the need for authority (political science).

Objectives	Measures
7.1 Describe legitimate actions by authorities and abuses by authorities.	7.1.1 Given examples of economic decisions in China (production quotas) and/or Japan (limitations on imports), describe the role played by government officials in these decisions.
	7.1.2 Write a brief essay describing the duties and responsibilities of a selected official of an African or Asian nation (e.g., judge, head of family, police officer).
	7.1.3 Describe and judge the legitimacy of past and/or present laws restricting the movement of Blacks, Indians, and Coloreds in South Africa.
	7.1.4 Describe the role government officials play in decisions affecting the education and career choices of individuals in China today.
7.2 Give examples of the need for authority in selected countries in Africa and Asia.	7.2.1 Propose a policy for the government of India to follow in its attempt to alleviate hunger.
	7.2.2 Given examples of terrorist activities in Lebanon, analyze the effects of the absence of a government recognized and supported by all factions.
	7.2.3 Give specific examples of the impact on people when heads of governments are removed by violent means (e.g., Cambodia 1975, Egypt 1981, Iran 1979).

Grade Level: 7

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 7: The learner will understand the need for authority (political science).

Objectives	Measures
7.3 Describe how individuals achieve(ed) positions of power in selected countries in Africa and Asia.	7.3.1 Given a list of heads of state in selected African and/or Asian countries, indicate if they came to power by succession, election, or force.
	7.3.2 After studying selected countries in Africa and/or Asia, indicate if the individual citizen has (a) much, (b) little, or (c) no influence on the selection of national and local government officials.
7.4 Know examples of rules, laws, and customs affecting the lives of individuals in Africa and Asia.	7.4.1 Given examples of limitations placed on individual behavior in Africa and/or Asia, indicate if the restriction is based on law or custom.
	7.4.2 Know the origin of selected rules, customs, and laws that affect the lives of the people in various African and Asian countries (e.g., the dress of females is influenced by religion in Arab nations).

SOCIAL STUDIES

Grade Level: 7 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 8: The learner will know how to evaluate issues of corrective, distributive, and procedural justice (political science).

Objectives		Measures	
8.1	Identify and analyze cases or situations involving issues of corrective justice.	8.1.1	Identify problems that need to be corrected because they involve unfair treatment or the potential for harm (e.g., lethal gas leak in India, treatment of Blacks in South Africa).
		8.1.2	Analyze cases involving unfair treatment or injury to determine the seriousness of the problem, the person or groups that are responsible, and how the problem might be resolved.
8.2	Identify and analyze cases involving the distribution of burdens and benefits.	8.2.1	Identify goods or services needed by the people of an African or Asian country or region.
		8.2.2	Given the costs of an identified need of an African or Asian country, determine who should pay to meet the need (e.g., funds from foreign aid, taxes collected from citizens, or revenues from government owned enterprises).
		8.2.3	Given competing needs of several countries, make a judgment regarding which nation or region has the greatest need and support the decision with reasons.
8.3	Know steps that are used to get information and make decisions in various African and/or Asian countries.	8.3.1	After reading descriptions of court proceedings in an African and/or Asian country, decide whether the procedure is or is not fair and state why.
		8.3.2	After hearing descriptions of daily events involving the government and citizens in selected African or Asian countries, decide whether the citizens are being treated fairly (e.g., a newspaper account of someone being imprisoned without a trial or without the right to appeal).

SOCIAL STUDIES

Grade Level: 7 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 9: The learner will know that problems of common concern often elicit international cooperation or conflict (political science).

Objectives		Measures
9.1 Know problems which cross international boundaries within, and among Africa and Asia.	9.1.1	Given a list of problems, identify problems which cross boundaries within, and among African/Asian nations.
	9.1.2	Answer questions such as the following: Which of the following problems do not cross international boundaries? a. overpopulation b. drought c. disease d. hunger e. none of the above
	9.1.3	Identify a list of the effects of overpopulation in India on surrounding countries.
9.2 Know examples of international cooperation and international conflict among nations of Africa and Asia.	9.2.1	Explain a collage depicting examples of international cooperation or international conflict among governments of Africa and Asia.
	9.2.2	Given descriptions of relations among governments of Africa and Asia, write a paragraph comparing and contrasting examples of international cooperation and international conflict.
	9.2.3	Write a speech for a leader of an African and/or Asian nation attending a world conference on an important global issue such as nuclear war, overpopulation, world hunger, or acid rain.

SOCIAL STUDIES

Grade Level: 7 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 10: The learner will know the location and use of economic resources in Africa and Asia (economics/geography).

Objectives	Measures
10.1 Identify economic resources present in Africa and Asia.	10.1.1 Given a listing of economic resources, select those resources present in Africa and Asia.
	10.1.2 Answer questions such as the following: Which of the following economic resources is not present in the Middle East? a. oil b. coal c. iron ore d. abundant water supplies
	10.1.3 Brainstorm a general list of economic resources and then select from the list those economic resources present in Africa and/or Asia.

Grade Level: 7

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 10: The learner will know the location and use of economic resources in Africa and Asia (economics/geography).

Objectives	Measures
10.2 Categorize economic resources of Africa and Asia.	10.2.1 Given a list of resources found in a geographic area, code the items on the list as either human, natural, capital, or technological.
	10.2.2 Answer questions such as the following: Which of the following is not an example of capital? a. a computer programmer b. a drill press c. a typewriter d. a computer e. a truck
	10.2.3 Answer questions such as the following: Which of the following is not an example of capital? a. carpenter b. tractor c. calculator d. drill press (Similar items may be constructed for natural and human resources.)
	10.2.4 Make posters depicting types of economic resources.

Grade Level: 7

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 10: The learner will know the location and use of economic resources in Africa and Asia (economics/geography).

Objectives	Measures
10.3 Know economic relationships among the location of natural resources, labor supplies, production plants, and transportation facilities in Africa and/or Asia.	10.3.1 Describe the type of economic activity that is likely to be found in a region.
	10.3.2 Given the names and geographic location of industrial and commercial centers, determine the type of natural resources found in that region using appropriate maps, atlases, and other reference materials.
	10.3.3 Given maps of highways and railways, the names and location of production plants, and the location of major concentrations of natural resources, compute the distances natural resources and finished products must be transported to be used in manufacturing or sold in Africa and/or Asia, and explain the economic relationships.

SOCIAL STUDIES

Grade Level: 7 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 11: The learner will know that there is an unequal distribution of natural resources (geography, economics).

Objectives	Measures
11.1 Know areas best suited for agriculture, extractive industry, or the location of manufacturing in Africa and/or Asia.	11.1.1 Given a physical/resource map of Africa and/or Asia, determine the location of areas best suited for agriculture, extractive industry, and manufacturing, and color code these areas on an outline desk map.
	11.1.2 Locate on an appropriate map the areas best suited for agriculture, extractive industry, and manufacturing, and give reasons why.
	11.1.3 Given an outline map of an African and/or Asian nation, use the appropriate symbols to show each of the following areas: agricultural, mining, and manufacturing.
11.2 Locate major sources of oil, industrial minerals, and precious metals and minerals in Africa and/or Asia.	11.2.1 Given a map, give the latitude and longitude of major sources of oil, industrial minerals, and precious metals and minerals in Africa and Asia.
	11.2.2 Given the location of oil, industrial minerals (iron ore, copper, etc.), and precious metals and minerals, identify those nations having a comparative advantage in one or more of the resources.
	11.2.3 Make a chart depicting nations and their mineral and oil resources.
11.3 Identify the effects of unequal distribution of resources on ways of living in regions of Africa and/or Asia.	11.3.1 Given descriptions of at least two regions of Africa and/or Asia having unequal distribution of resources, suggest the effects on ways of living of such unequal distribution.
	11.3.2 Draw or find pictures of the effects of unequal distribution of resources on ways of living in Africa and/or Asia and write descriptive captions for each picture.
	11.3.3 Interpret a graph showing the distribution of resources in two or more countries.

SOCIAL STUDIES

Grade Level: 7

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 12: The learner will know the importance of natural resources (geography, economics).

Objectives	Measures
12.1 Predict the consequences of overconsumption of resources in Africa or Asia.	12.1.1 Given a case study of the overconsumption of resources in Asia or Africa, predict the consequences of overconsumption by writing a newspaper headline for the year 2050. Write an article or draw a picture to accompany the headline.
	12.1.2 Given a case study of the overconsumption of resources in Asia or Africa, propose conservation policies which might protect a given resource.
	12.1.3 Identify from a list possible substitutes for overconsumed resources.
	12.1.4 Write and present a television or radio newscast for the year 2050 which reports on the consequences of overconsumption of resources.
12.2 Suggest causes and effects of, as well as alternatives to the pollution of resources in Africa or Asia.	12.2.1 Given a case study concerning the pollution of Africa and Asia, suggest reasons why the pollution occurred, alternatives to pollution of the resources, and ways of renewing the the polluted resources. (Sample case study: Industrial air pollution in Tokyo.)
	12.2.2 Write a law for a given African/Asian country designed to eliminate or reduce the effects of wind erosion caused by the overgrazing of pasture land.
	12.2.3 Identify various alternatives to the pollution of resources.
	12.2.4 Write a story describing a society that ignores the effects of the pollution of their resources.

SOCIAL STUDIES

Grade Level: 7

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 13: The learner will know the characteristics of the economic systems of Africa and Asia (economics).

Objectives	Measures
13.1 Identify economies of African and Asian societies.	13.1.1 Given a list of economies of African and Asian societies, match each society with one of the following: a. subsistence b. barter c. money d. preindustrial e. industrial
	13.1.2 Give a definition of the following economies: subsistence, barter, money, preindustrial and industrial. Then give an example from Africa and/or Asia of each type of economy.
	13.1.3 Make a poster that describes the economy of a given country in Africa and/or Asia as subsistence, barter, money, preindustrial, or industrial, and explain the poster.

Grade Level: 7

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 13: The learner will know the major characteristics of the economic systems of Africa and Asia (economics).

Objectives	Measures
13.2 Compare in the African/Asian context command, mixed, and market economies.	13.2.1 Distinguish among command, mixed, and market economies when given descriptions of each.
	13.2.2 Given an example of an African and/or Asian economy, categorize the economy as command, mixed, or market by giving definitions of each type.
	13.2.3 Define "capitalism" and "socialism" when given examples of each from Africa and/or Asia.

SOCIAL STUDIES

Grade Level: 7 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 14: The learner will know that there are developed and developing economies in Africa and Asia (economics).

Objectives	Measures
14.1 Know characteristics of developed and developing economies in Africa and/or Asia.	14.1.1 Write a paragraph stating at least three characteristics of developed economies in Africa and Asia.
	14.1.2 Write a paragraph stating at least three characteristics of developing economies in Africa and Asia.
	14.1.3 Compare and contrast developed with developing economies in Africa and Asia by stating at least three characteristics of each.
	14.1.4 Make a list of daily activities performed in a developed country and compare it to a list of daily activities in a developing country.
14.2 Determine whether an economic region of Africa or Asia is developed or developing.	14.2.1 Given a description of an economic region of Africa and Asia, decide if the region is developing or developed.
	14.2.2 Draw a picture describing a given economic region of Africa and/or Asia as developing or developed and explain her/his picture.
	14.2.3 Compare and contrast a developing and developed economic region of Africa and/or Asia.
	14.2.4 Determine whether a country is developed or developing when given information on the following: a. per capita GNP b. life expectancy c. literacy rate d. number of persons who own cars e. percentage of population engaged in agriculture

Grade Level: 7

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 14: The learner will know that there are developed and developing economies in Africa and Asia (economies).

Objectives	Measures
14.3 Know the location of developed and developing economic regions in Africa and/or Asia.	14.3.1 Use a map to find the latitude and longitude of developed and developing economic regions.
	14.3.2 Given a blank outline map of Africa and Asia, color code the developed and developing economic regions.
	14.3.3 Point out on a classroom wall map the developed and developing economic regions of Africa and Asia.

SOCIAL STUDIES

Grade Level: 7 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 15: The learner will know the economic problems of developing regions of Asia and Africa (economics).

Objectives	Measures
15.1 Know economic problems common to developing regions of Africa and Asia.	15.1.1 Choose from a list of economic problems, those common to developing regions of Africa and Asia.
	15.1.2 Answer questions such as the following: Which of the following economic problems is not common to developing regions of Africa and Asia? a. inflation b. unemployment c. poverty d. deflation
	15.1.3 Brainstorm a list of economic problems, and choose from the list those common to developing regions of Africa and Asia.
15.2 Predict problems a developing economic region of Africa and/or Asia will likely face in the future.	15.2.1 Given a description of a developing economic region or nation of Africa or Asia, list problems that region will likely face in the future.
	15.2.2 Write a story that describes the problems that South Asia will likely face in the next ten years and find pictures in magazines and newspapers to illustrate the story. Use accurate information about current conditions in South Asia as a basis for writing the story and locating the pictures.
	15.2.3 Write a script for a TV spot focusing on future problems of hunger in Ethiopia.

Grade Level: 7

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 15: The learner will know the economic problems of developing regions of Asia and Africa (economics).

Objectives	Measures
15.3 Propose solutions to the problems of a real or hypothetical developing economic region of Africa or Asia.	15.3.1 Given the problems of a real or hypothetical developing economic region of Africa or Asia, propose justifiable alternative solutions to the problem.
	15.3.2 Write a proposal to solve the problem of an overabundance of kangaroos on the Australian outback.
	15.3.3 Present justifiable alternative solutions to the problem of the encroaching desert in parts of Africa.
	15.3.4 Write a letter to a member of Congress offering support for or opposition to aid to a developing country.
	15.3.5 Defend a television advertisement asking for monetary support to help solve problems in developing countries.

SOCIAL STUDIES

Grade Level: 7 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 16: The learner will know that economies are interdependent (economics).

Objectives	Measures
16.1 Identify examples of interdependence between African and Asian economies.	16.1.1 Given information on the economies of Western Hemisphere nations and of Europe, Africa, and Asia, identify examples of interdependence.
	16.1.2 Answer questions such as the following: Which of the following is not an example of interdependence in the economies of Western Hemisphere nations and of Europe, Africa, and Asia? a. OPEC cuts its supply of crude oil causing a severe shortage of fuel in Paris. b. Textile products from Taiwan are traded for German Volkswagens. c. Chad builds a new medical school to train its own doctors. d. Sweden imports pork products from Poland.
	16.1.3 Explain a collage showing examples of interdependence between the economies of the Western and Eastern Hemisphere nations.
	16.1.4 Given a list of products, such as oil, wheat, uranium, or furniture, state the major producing nation, and the major consuming nation for each product and identify any examples of interdependence.

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 16: The learner will know that economies are interdependent (econimics).

Objectives	Measures
16.2 Analyze examples of interdependence between African and Asian economies and the economies of Europe and the Western Hemisphere.	16.2.1 Make a chart showing examples of interdependence between African and Asian economies, and the economies of Europe and the Western Hemisphere.
	16.2.2 Draw a cartoon depicting an example of interdependence between African and Asian economies and the economies of Europe and the Western Hemisphere, and then explain the reasoning.
	16.2.3 Develop an import/export flow chart showing interdependence between the economies of the United States and Japan.
	16.2.4 Draw a diagram showing the sources of raw materials used in the production of a chocolate pie.

Grade Level: 7 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 17: The learner will know that while each individual is unique, similarities among people are greater than differences (sociology and anthropology).

Objectives	Measures
17.1 Identify likenesses and differences among the people of Africa and/or Asia in terms of physical attributes.	17.1.1 Distinguish likenesses and differences among selected people of Africa and Asia in terms of physical attributes.
	17.1.2 Draw or collect pictures which depict likenesses and differences among selected people of Africa and Asia in terms of physical attributes.
	17.1.3 Make a collage illustrating likenesses among people in Africa and/or Asia in terms of physical attributes.
	17.1.4 Write an essay using the title "All Different--All Alike".

Grade Level: 7

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 17: The learner will know that while each individual is unique, similarities among people are greater than differences (sociology and anthropology).

Objectives	Measures
17.2 Identify likenesses and differences in ways of living between people of Africa and/or Asia.	17.2.1 Distinguish likenesses and differences in ways of living between the people of Africa and/or Asia.
	17.2.2 Compare and contrast ways of living between the Somali of East Africa and the Mbuti Pygmies of Central Africa.
	17.2.3 Role play the way of life of nomads and of farming groups in Africa, then explain their similarities and differences.
	17.2.4 Make written diary entries for a "pretend" visit to two diverse societies in Africa, comparing ways of living.
	17.2.5 Compare and contrast orally ways of living in Tokyo and a rural Japanese village.
	17.2.6 Compare and contrast food, clothing, and shelter in the societies of Africa and/or Asia.
	17.2.7 Listen to music and observe dances from Africa and/or Asia and then compare the similarities.

SOCIAL STUDIES

Grade Level: 7 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 18: The learner will know the roles of persons and groups in African and Asian societies (sociology and anthropology).

Objectives	Measures
18.1 State the roles of persons in groups, the purposes of grouping, and norms of behavior in groups in Africa and/or Asia.	18.1.1 Given a group in Africa and/or Asia, state the roles of persons in groups and the purposes of grouping.
	18.1.2 Given a group in Africa and/or Asia, state the norms of behavior in such groups.
	18.1.3 Construct a collage or poster illustrating family grouping and the differing roles of family members.
	18.1.4 Identify the roles of the following persons in groups present in Africa and/or Asia: mother, father, oldest son, daughter, grandfather, grandmother, women, men, untouchables, etc.
18.2 Identify the relative status of religious, ethnic, and racial groups in a society of Africa or Asia.	18.2.1 Given a description of a society in Africa or Asia, identify religious, ethnic, and racial groups and their relative status.
	18.2.2 Given a description of a society in Africa or Asia, draw a series of illustrative cartoons depicting the lifestyle of religious, ethnic, and racial groups, and their relative status.
	18.2.3 Make a chart comparing ethnic groups as to language, religion, and major occupations.
	18.2.4 Locate the major religious, ethnic, and racial groups of Africa and/or Asia, and discuss their relative status.

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 18: The learner will know the roles of persons and groups in African and Asian societies (sociology and anthropology).

Objectives	Measures
18.3 Evaluate changes in the status of religious, ethnic, racial, or social groups in societies of Africa and/or Asia.	18.3.1 Given a society in Africa and/or Asia, evaluate changes in the status of one or or more significant religious, ethnic, racial, or social groups by identifying changes in the status of the group relative to society as a whole. Cite reasons for such changes.
	18.3.2 Given a society in Africa and/or Asia, evaluate changes in the status of one or more significant religious, ethnic, racial, or social groups by assessing the effects of the changes for the group in question and for the society as a whole.
	18.3.3 Evaluate changes in the status of Amer-Asian children using present day Vietnam as an example.
	18.3.4 Given examples of social reforms in modern India, compare the past and present status of one or more caste groups.
	18.3.5 Compare the status of women in traditional and modern China.

SOCIAL STUDIES

Grade Level: 7 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 19: The learner will know the basic social institutions and how these institutions serve their societies in Africa and Asia (sociology and anthropology).

Objectives	Measures
19.1 Identify basic social institutions and the functions they perform.	19.1.1 Given descriptions of traditional and modern societies of Africa and/or Asia, identify their basic social institutions and the functions they perform.
	19.1.2 Given a list of basic social institutions and a separate list of descriptions of ways of living in the societies of Africa and/or Asia, match the institution with the services it performs.
	19.1.3 Discuss the role of religion in Israel, India, Iran, or the United States.
	19.1.4 Given a list of basic social institutions such as the church, home, or school, describe the functions they perform in African and/or Asian countries.
19.2 Identify similarities and differences between social institutions of Africa and Asia.	19.2.1 Given two or more diverse societies of Africa and Asia, cite similarities and differences between the social institutions of these societies.
	19.2.2 Pretend s/he is a citizen of a given African/Asian nation visiting another African/Asian nation and write a letter home describing the differences and similarities between the two nations.

Grade Level: 7

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 19: The learner will know the basic social institutions and how these institutions serve their societies in Africa and Asia (sociology and anthropology).

Objectives	Measures
19.3 Identify beliefs common to people of an African or Asian society and how these beliefs affect the basic social institutions of the society.	19.3.1 Given statements of beliefs common to the people of Africa and/or Asia, suggest how these beliefs might affect the basic social institutions of the societies.
	19.3.2 Given an understanding of the Hindu religion, explain the worship of cows in India.
	19.3.3 Explain the role of symbols and ceremony in social institutions common to Africa and/or Asia.
	19.3.4 List beliefs common to African and/or Asian societies and explain how these beliefs affect basic social institutions.
	19.3.5 Answer questions such as the following: How have birth control policies in China affected family life?

SOCIAL STUDIES

Grade Level: 7 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 20: The learner will know the influence of ideas and inventions in changing ways of living (sociology, anthropology, history, economics).

Objectives	Measures
20.1 Identify changes made in ways of living in African and Asian cultures by ideas such as independence or nationalism.	20.1.1 Given changes made in ways of living in African and Asian cultures by such ideas as independence or nationalism, cite reasons for the changes and for resistance to them.
	20.1.2 Given changes made in ways of living in African and Asian cultures by such ideas as independence or nationalism, cite both positive and negative effects of the changes for the parties involved.
	20.1.3 Categorize changes resulting from independence or nationalism on ways of living in Africa and/or Asia as positive or negative.
20.2 Identify changes made in ways of living in African and/or Asian cultures by inventions.	20.2.1 Explain how specific cultures have changed because of inventions such as the telephone, television, printing press, and electricity.
	20.2.2 Cite the positive and negative effects of inventions on African and/or Asian societies.
20.3 Identify interdependence and/or influence among cultures of Africa and Asia.	20.3.1 Given examples in interdependence and/or influence among cultures of Africa and Asia, cite reasons for the influence and/or interdependence.
	20.3.2 Given examples of interdependence and/or influence among cultures of Africa and Asia, cite both positive and negative effects of such influence.
	20.3.3 Answer questions such as the following: How have the OPEC nations affected their neighboring countries?
	20.3.4 Define the 'Domino Theory' and discuss its influence upon the United States' policies toward nations in Africa and/or Asia.

SOCIAL STUDIES

Grade Level: 7 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 21: The learner will know that ways of living change over time, and understand how and why these changes occur (sociology, anthropology, and history).

Objectives	Measures
21.1 Identify changes which have occurred in societies of Africa and/or Asia.	21.1.1 Given a series of photographs depicting changes in ways of living (dress, housing, work, transportation, entertainment, etc.) in Africa and/or Asia, identify changes which have occurred.
	21.1.2 Draw a picture depicting a change that has taken place in Africa and/or Asia and explain it.
	21.1.3 Answer questions such as the following: In which of the following ways have people changed their environment to help them travel more easily from place to place? a. People have built large highways that crisscross the country. b. People have designed cars which can travel at high rates of speed. c. People have made automobiles cheap enough to be affordable. d. People have developed standardized safety rules for the highways.
21.2 Explain the reasons for change in Africa and/or Asia.	21.2.1 Given examples of change in Africa and/or Asia, select appropriate reasons for the change from a predetermined list.
	21.2.2 Write a cause and effect paragraph explaining the reasons for a change in Africa and/or Asia.
	21.2.3 Given information about the independence of Zaire (formerly the Belgian Congo), explain the reasons for this change.

Grade Level: 7

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 21: The learner will know that ways of living change over time, and understand how and why these changes occur (sociology, anthropology, and history).

Objectives	Measures
21.3 Identify the effects of important changes which have occurred in Africa and/or Asia.	21.3.1 Given a list of important changes which have occurred in Africa and/or Asia, and a separate list of effects of those changes, match the important change with the appropriate effect of that change.
	21.3.2 Given an important change which has occurred in Africa and/or Asia, describe the effects of that change.
	21.3.3 Compare and contrast ways of living in Asia and/or Africa before and after an important change occurred.
	21.3.4 From a role playing demonstration, identify the effects of change on the lives of specific groups, such as students, farmers, or animals.

SOCIAL STUDIES

Grade Level: 7 **Skills/Subject Area:** Social Studies/Knowledge

COMPETENCY GOAL 22: The learner will know that change affects the lives of people (history, sociology, and anthropology).

Objectives	Measures
22.1 Recognize the most logical result(s) of a change in Africa and/or Asia.	22.1.1 Given a list of possible results of a given change in Africa and/or Asia, select the most probable results of the change.
	22.1.2 Answer questions such as the following: Which of the following possible results of changing ways of life in Africa from a continent of colonies to a continent of independent countries are true statements? a. Military rulers have come to power. b. Nigeria struggled to unite many different people. c. Language and trade were usually kept as important features. d. The slave trade flourished.
22.2 Predict effects of change on the lives of the people in Africa and/or Asia.	22.2.1 Given a change occurring in Africa and/or Asia, predict the logical effects the change will have on the lives of people.
	22.2.2 Given information on the change in Africa from a continent of colonies to a continent of independent countries, predict the effects of this change on the lives of the traditional rulers, army leaders, Europeans living in Africa, and Africans living in Europe.
	22.2.3 View a filmstrip or film about change in Africa and/or Asia and list effects of the change on the lives of people.

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 22: The learner will know that change affects the lives of people (history, sociology, and anthropology).

Objectives	Measures
22.3 Know that change can be economic, social, or political in nature.	22.3.1 Given a list of examples of change in Africa and/or Asia, code the changes on the list as economic, social, political, or any combination of these. 22.3.2 Given the following list of examples of change in Africa and/or Asia, code the changes on the list as economic, social, political, or any combination of these: a. Slavery is abolished in the British Empire. b. Shaka begins to build the Zulu nation. c. European colonization of Africa begins. d. Trading cities develop in Western Africa. Explain the reasons for each choice. 22.3.3 Prepare a chart to categorize examples of changes in Africa and/or Asia as economic, social, political, or any combination of these.

SOCIAL STUDIES

Grade Level: 7 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 23: The learner will know that the histories of regions and nations of Africa and Asia affect the lives of their people today (history, political science, economics).

Objectives	Measures
23.1 Understand the influence of an important event in the history of an African or Asian nation on the lives of its citizens today.	23.1.1 Analyze the influence of an important event or phenomenon in the history of Africa and/or Asia on the lives of its citizens today.
	23.1.2 Analyze from the perspective of a black citizen in South Africa, the influence that apartheid has had on their life.
	23.1.3 Write a newspaper article analyzing the influence that world oil consumption has had on the countries of the Middle East.
	23.1.4 Read about the Vietnam War, the Korean War, or some aspect of World War II in the Pacific, and report on the influence of the event on the lives of people today.
	23.1.5 Prepare a skit demonstrating how an historic event influenced the lives of African and/or Asian citizens today.

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 23: The learner will know that the histories of regions and nations of Africa and Asia affect the lives of their people today (history, political science, economics)

Objectives	Measures
23.2 Identify the influence of an event or phenomenon in the history of an African nation as economic, social, political, or any combination of these.	23.2.1 Categorize the influence(s) of a significant event or phenomenon in the history of Africa and/or Asia as economic, social, political, or any combination of these.
	23.2.2 Answer questions such as the following: The most significant influence of World War II on the lives of the citizens of Japan today has been in which of the following areas? a. economic b. social c. political d. religious
	23.2.3 Draw a picture illustrating the influence(s) of a significant event in the history of Africa and/or Asia and place the picture on the bulletin board under the appropriate category of economic influences, social influences, political influences, or any combination of these.
	23.2.4 Identify the social, economic, and political factors surrounding a significant event in the history of Africa and/or Asia.

Grade Level: 7

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 23: The learner will know that the histories of regions and nations of Africa and Asia affect the lives of their people today (history, political science, economics)

Objectives	Measures
23.3 Know causes from the past of a significant current event in Africa and/or Asia.	23.3.1 Identify causes (or antecedents) from the past of a significant current phenomenon or event in Africa and/or Asia.
	23.3.2 Brainstorm a list of pertinent causes (or antecedents) from the past of current objections by some Japanese to nuclear submarines anchored at Japanese ports.
	23.3.3 Discuss the pertinent causes (or antecedents) from the past of current objections by some in Britain to the acquisition of Hong Kong by China in the 1990s.
	23.3.4 Write an editorial suggesting ways the events of the past influenced a current event, e.g., the war between Syria and Iran.
	23.3.5 Discuss the past causes of policies of apartheid on the people of the Republic of South Africa.
	23.3.6 Develop a cause and effect ladder showing a series of antecedents for a significant current event in Africa and/or Asia.

SOCIAL STUDIES

Grade Level: 7 Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 1: The learner will identify and define problems and suggest ways of solving them.

Objectives	Measures
1.1 Recognize that a problem exists.	1.1.1 When given facts describing a problem such as exploitation of natural resources in developing countries, state the problem in her/his own words.
	1.1.2 When given information regarding a problem such as hunger among people in a particular region, describe the extent of the problem and state reasons for its existence.
1.2 Identify the viewpoints of the parties to a problem.	1.2.1 When given information about a problem affecting more than one country, give the position of each government involved.
	1.2.2 When given a list of position statements representing the viewpoints of several governments, match the position statements with a specific government.
1.3 Identify value conflicts inherent in a problem.	1.3.1 When discussing problems such as the treatment of blacks in South Africa, identify what is important to whites, blacks, and coloreds.
	1.3.2 When provided with examples of government policies (i.e., homelands that suppress Africans living in South Africa), give reasons for the government policies and resistance to the policies.
	1.3.3 Make judgments about what is likely to happen if government policies do not change in South Africa.
	1.3.4 Establish standards to use in determining the most worthy course of action for an individual, group, or government in a given situation.

Grade Level: 7

Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 1: The learner will identify and define problems and suggest ways of solving them.

Objectives	Measures
1.4 Determine methods of finding the most reasonable solution to a problem.	1.4.1 When given possible solutions to a problem such as inadequate food supply, suggest questions that must be answered to know if a solution works.
	1.4.2 Suggest an experimental course of action to determine the feasibility of a solution.
	1.4.3 When given a current problem, research similar problems and ways they were solved in other situations and/or locations.

SOCIAL STUDIES

Grade Level: 7 Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 2: The learner will locate and gather information.

Objectives	Measures
2.1 Choose appropriate reference books and sources.	2.1.1 When given unfamiliar terms, use dictionaries and glossaries.
	2.1.2 Use specialized reference books to locate information about specific groups, countries, and regions.
	2.1.3 Use card catalogues and readers guides to find information from a variety of sources.
2.2 Collect information through interviews.	2.2.1 When preparing to interview a specific person for a specific purpose, prepare appropriate questions.
	2.2.2 Report orally, in writing, or record the interviews.
2.3 Collect information using surveys and questionnaires.	2.3.1 Prepare a questionnaire/survey either individually or cooperatively.
	2.3.2 Compile information collected with surveys and questionnaires.
2.4 Read charts, graphs, and time lines in a variety of sources.	2.4.1 When given tables, charts, graphs, and time lines, answer specific questions using the available information.

SOCIAL STUDIES

Grade Level: 7 Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 3: The learner will evaluate information.

Objectives		Measures
3.1 Check new data against other information from additional sources.	3.1.1	When given unfamiliar information, verify it using appropriate sources.
3.2 Identify emotional words.	3.2.1	When given a list of descriptive words, identify those which convey emotion.
	3.2.2	When given a passage or article to read, identify emotional words and phrases.
3.3 Identify evidence of propaganda.	3.3.1	When given copies of speeches and/or written passages, identify the point of view of the speech or outline.
	3.3.2	When given examples of speeches and advertisements, identify techniques such as "bandwagons", "testimonials", and "name calling."
3.4 Determine completeness and inconsistencies in data.	3.4.1	When given information related to a specific topic from different sources, identify similarities and differences.
	3.4.2	When given information about a familiar topic, make subjective judgments about the need for additional information.

SOCIAL STUDIES

Grade Level: 7 **Skills/Subject Area:** Social Studies/Skills

COMPETENCY GOAL 4: The learner will organize and analyze information, and draw conclusions.

Objectives	Measures
4.1 Organize information.	4.1.1 Take notes when reading or listening to oral presentations.
	4.1.2 Outline information ordering major topics and subtopics.
	4.1.3 Summarize information in her/his own words.
4.2 Analyze information.	4.2.1 When given quantifiable data, construct bar graphs or circle graphs.
	4.2.2 When given average rainfall, temperatures, and growing seasons, make inferences about agricultural activity.
4.3 Draw conclusions.	4.3.1 Define a problem.
	4.3.2 Present evidence for both sides of an argument.
	4.3.3 When given new information, revise generalizations, inferences, and conclusions.
4.4 Select a rational course of action.	4.4.1 Recognize and list available alternative solutions for specific problems.
	4.4.2 When given a list of alternatives, predict consequences for each alternative.
	4.4.3 List arguments for and against each alternative.
	4.4.4 State criteria to be used in deciding.
	4.4.5 When given a list of alternative courses of action for a particular problem, choose a course of action that is likely to succeed.

SOCIAL STUDIES

Grade Level: 7 **Skills/Subject Area:** Social Studies/Skills

COMPETENCY GOAL 5: The learner will use maps and globes.

Objectives	Measures
5.1 Orient maps and note direction.	5.1.1 When given outline maps, textbook maps, and atlases, orient them to the north.
	5.1.2 Use meridians and parallels to describe direction.
	5.1.3 Describe the relative location of two places using directional terms such as north, northeast, etc.
5.2 Locate places on maps and globes.	5.2.1 Given the names of physical features or cities, indicate location using latitude and longitude.
	5.2.2 Locate equator, tropics, poles, hemispheres, and prime meridian.
5.3 Use scale and compute distances.	5.3.1 Given two points on a map, determine the distances in miles or kilometers using scale.
	5.3.2 Compute the distance between the same points on maps of different scale.
5.4 Interpret map symbols.	5.4.1 Given the name of a political boundary or other political feature, locate it on a map.
	5.4.2 Locate cities, highways, railroads, and airports on a variety of maps.
	5.4.3 Determine the elevation of a given point on a color, contour, or raised relief map.
5.5 Draw inferences from maps.	5.5.1 Use maps to make inferences about reasons for the location of a city or physical feature.
	5.5.2 Use maps to make inferences about the economic activity in a region.

SOCIAL STUDIES

Grade Level: 7

Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 6: The learner will have a sense of time and chronology.

Objectives	Measures
6.1 Demonstrate an understanding of the time system and calendar.	6.1.1 Compute differences between time zones.
	6.1.2 Describe or demonstrate (using a model) the relationship between earth movements and the length of days and the passage of seasons.
	6.1.3 Use time concepts such as second, minute, decade, and century when describing events.
6.2 Demonstrate an understanding of the chronological sequence of events.	6.2.1 Compute the time between given dates.
	6.2.2 Construct a simple time line representing a series of events.

SOCIAL STUDIES

Grade Level: 7 Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 7: The learner will demonstrate growth in self-management.

Objectives		Measures	
7.1	Decrease self-centered perceptions.	7.1.1	Describe the feelings of other people in given situations.
		7.1.2	Accept the views of others, including those that are dissimilar.
7.2	Decrease group-centered perceptions.	7.2.1	When describing group behavior in another culture, make statements about the behavior without making unfavorable comparisons with ones own group.
		7.2.2	Identify standards of conduct other than those held by ones own group.
7.3	Decrease stereotypical perceptions.	7.3.1	When given a list of statements about a particular group or individual, pick those that are stereotypic.
		7.3.2	Spontaneously qualify statements using words such as "some", "many", "often", and "sometime."
		7.3.3	When given new information on an unfamiliar group, express a willingness to reserve judgment.
7.4	Increase the ability to empathize.	7.4.1	Write a diary from the perspective of one living in another place or time.
		7.4.2	When given the views, feelings, ideas, and information about the circumstance of others, give logical reasons for their views, feelings, and ideas.
		7.4.3	When given a description of the actions of others, make subjective judgments about how the people must feel.

Grade Level: 7

Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 7: The learner will demonstrate growth in self-management.

Objectives	Measures
7.5 Increase the ability to accept diversity.	7.5.1 Describe behavioral manifestations of diversity in another culture.
	7.5.2 Describe examples of cultural diversity within our society.
	7.5.3 When describing manifestations of cultural and behavioral diversity, use nonjudgmental descriptive terms.
7.6 Increase the ability to accept change.	7.6.1 When given examples of actual or anticipated change, predict the good and bad effects of the change.
	7.6.2 When given an example of anticipated change, formulate arguments for and against the change.
7.7 Increase the ability to resolve conflict.	7.7.1 Express her/his feelings when involved in a a conflict.
	7.7.2 Listen to the concerns and feelings of others.
	7.7.3 Confine remarks and descriptions to her/his feelings and behavior.
	7.7.4 Compromise in order to reach a solution.
7.8 Resolve dilemmas.	7.8.1 When confronted with real or hypothetical situations and asked to make judgments about the best course of action for the individuals or groups involved, explore a number of alternatives, suggest a course of action, and defend the course of action with reasons.
	7.8.2 When judging the best course of action, consider what is best for all parties involved.

SOCIAL STUDIES

Grade Level: 7 **Skills/Subject Area:** Social Studies/Skills

COMPETENCY GOAL 8: The learner will participate in group activities.

Objectives	Measures
8.1 Participate in group discussions and planning.	8.1.1 When called upon to solve a problem or make plans with others, initiate ideas.
	8.1.2 When discussing problems or making plans, listen to the ideas of others.
	8.1.3 Compromise for the good of the group.
8.2 Engage in group decision-making.	8.2.1 Vote or make her/his wishes known in some acceptable way.
	8.2.2 Generate alternative courses of action.
	8.2.3 Anticipate consequences of group decisions.
	8.2.4 Suggest ways to determine if the decision is a good one.
8.3 Act upon group decisions.	8.3.1 Accept and carry out assigned tasks.
	8.3.2 Support group decisions after they have been made.
	8.3.3 Accept tasks and express support when not in complete agreement.

Grade Eight: North Carolina: The History of an American State

North Carolina's role in the history of the American nation is the subject of this year-long study. The course covers the entire span of the national experience, beginning with the founding of the Carolina colony and reaching into contemporary times. Among the historical topics included in the course are the personalities, localities, and events which have given North Carolina a distinctive place in an emerging nation. Other topics are those events linking North Carolina to the national experience, such as the struggle for independence, the establishment and development of a national government and economy, the reform of the economic and social orders, and the Civil War and foreign wars.

As this is the first course in the social studies sequence devoted primarily to history, instruction will emphasize the method and value of historical studies as a way of learning about the human race. These studies will include such concepts as the building of traditions that give continuity in society, the complex processes of change, and the forces, personalities, and events which underlie the transformation of society.

Grade 8 Outline (Knowledge)

THE LEARNER WILL:

1. Know that North Carolina's political, social, and economic development has been influenced by its geography.

2. Know the important developments in what became North Carolina prior to European exploration and discovery.

3. Know that cultural conflicts between Europeans and American Indians arose from first contacts and affected future European colonization and expansion.

4. Know that various European nations were involved in exploring and colonizing America.

5. Know important political, social, and economic aspects of life in colonial North America.

6. Know causes and effects, major events, and major personalities relating to North Carolina in the Revolutionary War.

7. Know major trends, events, and problems of the State in the post revolutionary era.

8. Know how the antebellum era affected North Carolina's progress.

9. Know how sectionalism affected North Carolina and resulted in secession.

10. Know how the Civil War and Reconstruction affected the development of North Carolina.

11. Know major late nineteenth-century economic, social, and political developments in North Carolina.

12. Know that the turn of the century was a time of great social, political, economic change, and unrest in North Carolina.

13. Know the political, economic, and educational advances of the early 1900s.

14. Know that North Carolina was affected by, and shared in the problems of the nation in the 1930s and 1940s.

15. Know that the years since 1945 have been a time of great social, economic, and political change.

Grade 8 Outline (Skills)

THE LEARNER WILL:

1. Identify and define problems and suggest ways of solving them.

2. Locate and gather needed information.

3. Evaluate information.

4. Organize and analyze information, and draw conclusions.

5. Use maps and globes.

6. Have a sense of time and chronology.

7. Demonstrate growth in self-management.

8. Participate effectively in groups.

SOCIAL STUDIES

Grade Level: 8 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 1: The learner will know that North Carolina's political, social, and economic development has been influenced by its geography.

Objectives	Measures
1.1 Identify features of North Carolina geography.	1.1.1 Locate North Carolina on a map of the United States.
	1.1.2 Identify the body of water and states that border North Carolina.
	1.1.3 On a blank map of North Carolina show the location of the four geographic regions (e.g., Tidelands, Inner Coastal Plain, Piedmont, and Mountain).
	1.1.4 Describe the four geographic regions in terms of: a. elevation b. soils c. vegetation d. relative size e. climate
	1.1.5 Name and locate principal rivers and bodies of water such as: a. Cape Fear River b. Yadkin River c. Neuse River d. French Broad River e. Pamlico Sound f. Lake Mattamuskeet g. Oregon Inlet h. Catawba River
	1.1.6 Explain that North Carolina is subdivided into county and municipal political divisions.

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 1: The learner will know that North Carolina's historic, economic, and social development has been influenced by its physical geography.

Objectives	Measures
1.2 Evaluate the influence of North Carolina geography on its economic, political, and social development.	1.2.1 Create a chart to illustrate the location of the source and mouth of rivers which run through North Carolina and adjoining states. Determine the political or economic impact this has had on the state.

Name of River	Source	Mouth	Resulting Impact on North Carolina
Cape Fear	Piedmont region NC	Southport, NC	Early settlement, Transportation & trade, both past and present

1.2.2 Write a position statement showing the viewpoint of a Piedmont farmer defending her/his use of South Carolina seaports to distribute her/his goods.

1.2.3 Create a political cartoon to explain how hazards in the "Graveyard of the Atlantic" affected early trade and settlement patterns of North Carolina.

1.2.4 Describe the climate of North Carolina and its effects on agriculture and industry.

1.2.5 Choose a region of North Carolina and prepare a travel brochure describing tourist attractions, entertainment, and cultural attractions.

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 1: The learner will know that North Carolina's historic, economic, and social development has been influenced by its physical geography.

Objectives	Measures
1.3 Locate major rivers and bodies of water in North Carolina, and explain their impact on economic and political development.	1.3.1 Name and locate principal rivers and bodies of water such as: a. Cape Fear River b. Yadkin River c. Neuse River d. French Broad e. Pamlico Sound f. Lake Mattamuskeet g. Oregon Inlet h. Lake Norman and explain their significance to state and region.
	1.3.2 Plot on a map the source and mouth of major rivers in North Carolina.
1.4 Demonstrate a knowledge of the regional climates of North Carolina and their effect on agriculture and industry.	1.4.1 Describe the following geographic influences on the state's climate: a. elevation b. proximity to the ocean c. prevailing winds
	1.4.2 Make lists of agricultural products unique to each region and those found in all regions.
	1.4.3 Propose agriculturally based industries for each region.
	1.4.4 Choose a region of North Carolina and prepare a travel brochure describing tourist attractions (e.g., historical sites, natural attractions, entertainment, and cultural attractions).

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 1: The learner will know that North Carolina's historic, economic, and social development has been influenced by its physical geography.

Objectives		Measures	
1.5	Understand that North Carolina is subdivided into county and municipal political divisions.	1.5.1	Locate the state's ten largest cities by population.
		1.5.2	Draw a rough outline map of their own county showing borders of neighboring counties.
		1.5.3	When given the names of specific towns, cities, and counties, give the location using latitude and longitude.

SOCIAL STUDIES

Grade Level: 8 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 2: The learner will know the important developments in what became North Carolina prior to European exploration and discovery.

Objectives	Measures
2.1 Know and recognize American Indian cultures and groups which dominated various geographic regions within colonial North Carolina.	2.1.1 When given a listing of American Indian cultures or groups, locate their tribal territory on a North Carolina map.
	2.1.2 Accurately answer the following question: Which of the following is not a American Indian group? a. Moravians b. Tuscaroras c. Algonquians d. Cherokees
	2.1.3 When given a blank map of North Carolina, identify and label American Indian tribes which controlled specific regions in the colonial period.
2.2 Identify American Indian contributions to early North Carolina culture.	2.2.1 When given a listing of American Indian words such as tribal and place names, locate current North Carolina names with native American origins.
	2.2.2 When given a listing of foods available to early Europeans in North Carolina, identify those of American Indian origins and tell how the acquisition of these foods changed the quality of the European diet.
	2.2.3 Using a writing format such as a diary or letter, describe and evaluate American Indian contributions from either an American Indian or an European point of view.

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 2: The learner will know the important developments in what became North Carolina prior to European exploration and discovery.

Objectives		Measures
2.3 Determine how American Indians utilized available resources prior to European discovery.	2.3.1	List resources available to American Indians and categorize them according to their use (e.g., animal skins for clothing, grass rushes for mats).
	2.3.2	Using primary resources such as John White's drawings of coastal Algonquians, describe how resources were used and formulate hypotheses regarding the relationship between the Algonquian culture and its environment.
	2.3.3	Given an understanding of how American Indians used a specific resource, tell what would have happened to their lifestyle if that resource had been polluted or destroyed.
	2.3.4	Using resources available to American Indians, make models of artifacts and describe their uses.
2.4 Describe how trade influenced contacts among American Indian cultures in North Carolina.	2.4.1	List positive and negative consequences which resulted from trade between various groups of American Indians.
	2.4.2	Role play a meeting between representatives of American Indian tribes from different regions of North Carolina to exchange goods, determine positions of power, or establish political alliances.
	2.4.3	Draw a cartoon describing the middleman position of the Tuscaroras in trade between coastal areas and the Piedmont.

SOCIAL STUDIES

Grade Level: 8 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 3: The learner will know that cultural conflicts between Europeans and American Indians arose from first contacts and affected future European colonization and expansion.

Objectives	Measures
3.1 Describe and explain differences between American Indians and Europeans in attitude toward utilization of natural resources in North Carolina.	3.1.1 **Recognize and list various European goals and motives for exploration and colonization of North Carolina.**
	3.1.2 **Given a listing of possible goals and motives for exploration and colonization, write a mission statement for a hypothetical expedition.**
	3.1.3 **Develop criteria for establishing a colony, such as climate, availability of food, and proximity to an adequate harbor. Then, using three criteria, select a site.**
	3.1.4 **Prepare a dialogue in which two Europeans reflect on the different attitudes of American Indians toward land ownership and speculate on reasons for such beliefs. Reverse roles by letting two students assume the role of American Indians and discuss same topic using Europeans' attitudes toward land ownership.**
3.2 Describe how trade influenced contacts with and between American Indian cultures and Europeans in North Carolina.	3.2.1 Describe the positive benefits which were derived from trade by various groups of American Indians and Europeans.
	3.2.2 List and describe some of the negative effects from trade and contact between various groups of North Carolina Indians and Europeans.

Grade Level: 8 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 4: The learner will know that various European nations were involved in exploring and colonizing America.

Objectives		Measures
4.1 Describe how geographic features affected exploration of North Carolina.	4.1.1	When given a physical map of North Carolina and a map showing exploration routes, identify specific geographic features which impeded or facilitated exploration.
	4.1.2	Draw a map or construct a model depicting exploration routes in North Carolina.
	4.1.3	Assuming the role of an early explorer in North Carolina, write a letter to a friend detailing the journey, emphasizing geographic features encountered and their impact on her/his travel.

Grade Level: 8

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 4: The learner will know that various European nations were involved in exploring and colonizing America.

Objectives	Measures
4.2 Describe and distinguish between Spanish, French, and British expeditions in North Carolina.	**4.2.1 When given a list of examples of exploration activity, categorize them as either Spanish, French, or British (e.g., to search for gold in the southwestern mountains of N.C. in 1540).**
	4.2.2 Answer questions such as: Which of the following is not characteristic of Spanish exploration? **a. Gold was mined extensively and shipped to the mother country.** **b. Colonizing expeditions were accompanied by missionary activity.** **c. Farms were established and agricultural commodities soon replaced gold as the primary source of colonial wealth.** **d. Native inhabitants were often subjugated and enslaved.**
	4.2.3 Write biographical sketches of the major explorers for England, France, and Spain, highlighting their major accomplishments and/or failures.
	4.2.4 Write a skit showing the sequence of events in the founding of the "Lost Colony," including the possible fate of the colony.
	4.2.5 Brainstorm and list possible reasons why the Roanoke colonies failed and the Jamestown Colony survived.

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 4: The learner will know that various European nations were involved in exploring and colonizing America.

Objectives	Measures
4.3 Know and recognize groups and cultures which settled in various geographic regions of North Carolina as of 1700.	4.3.1 When given a listing of groups and cultures, locate their area of influence on a North Carolina map. 4.3.2 When given a blank map of North Carolina, identify and label areas controlled by specific North Carolina Indian tribes by 1700.
4.4 Identify and analyze differences and similarities between English, Spanish, and French colonies in terms of location and major economic activity.	4.4.1 Using an appropriate map of the Western Hemisphere, identify and label the location of the English, French, and Spanish colonies. 4.4.2 Write a paper describing how North Carolina might be different today if Spain or France had colonized our state. 4.4.3 Identify and analyze the apparent motives of the English, French, and Spanish colonies in the Western Hemisphere.

SOCIAL STUDIES

Grade Level: 8 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 5: The learner will know important political, social, and economic aspects of life in colonial North Carolina.

Objectives	Measures
5.1 Locate major settlements in North Carolina and identify reasons for their settlement.	5.1.1 Brainstorm, in small groups or collectively, a list of criteria judged by the teacher to be comprehensive for establishing a colonial settlement in proximity to water, protection from hostile groups, availability of food, etc.
	5.1.2 Using the criteria listed and an appropriate map of North Carolina, select sites for a colonial settlement and state their reasons.
	5.1.3 Using an appropriate North Carolina map, locate major colonial towns and compare them with criteria for selecting sites for a colonial settlement.
	5.1.4 Given the location of various colonial towns in North Carolina, list and analyze possible reasons for their settlement.
	5.1.5 Give the location of the most productive agricultural regions within colonial North Carolina.

Grade Level: 8

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 5: The learner will know important political, social, and economic aspects of life in colonial North Carolina.

Objectives	Measures
5.2 Assess the influence of geography on economic and political activities in colonial North Carolina.	5.2.1 Identify and label the four geographic regions of North Carolina on an appropriate map.
	5.2.2 Given a list of physical features such as mountains, rivers, muddy streams, swamps, and fertile soil, distinguish which geographic region would possess each feature.
	5.2.3 Given a listing of economic resources, compare and contrast economic activities which would be feasible within each geographic region of North Carolina.
	5.2.4 Given an appropriate selection of maps, identify major areas of pirate activity in the North Carolina coastal region, and analyze its resulting impact on colonial trade and expansion.
	5.2.5 Given a listing of geographic and economic differences which existed between regions of the state, propose and defend political positions on a variety of colonial issues consistent with various sectional interests. These would include such issues as proportional representation and taxation of eastern and western counties [e.g., Albermarle vs. Cape Fear; East vs. West (Regulators)].

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 5: The learner will know important political, social, and economic aspects of life in colonial North Carolina.

Objectives	Measures
5.3 Know that various European groups influenced colonial life in North Carolina.	5.3.1 When given a listing of European groups in North Carolina by 1763, locate their area of influence on a map of North Carolina.
	5.3.2 When given a blank map of North Carolina, illustrate the areas of influence of various European groups.
	5.3.3 Accurately answer questions such as the following: Which of the following was not a European group settling in North Carolina prior to 1763? a. the Moravians b. the Scotch-Irish c. the Mormons d. the Swiss
	5.3.4 When given the names of specific European groups settling in North Carolina prior to 1763, cite major contributions made by that group to colonial life in North Carolina.
	5.3.5 Given lists of contributions made to colonial life in North Carolina by various ethnic groups working individually or in task groups, develop and perform skits illustrating an understanding of various contributions.
	5.3.6 As a Quaker, black slave, Scotch-Irish, Huguenot, Swiss, or German, describe your new home in North Carolina to relatives left in Europe or Africa.
	5.3.7 Describe ways in which life might be different in North Carolina today without the contributions of specific European groups influencing colonial North Carolina.

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 5: The learner will know important political, social, and economic aspects of life in colonial North Carolina.

Objectives	Measures
5.4 Compare and contrast life in North Carolina with the New England and Middle Colonies.	5.4.1 Brainstorm collectively or individually, the characteristics of social life in colonial North Carolina, generating what constitutes a comprehensive list (e.g., horse racing, barn raisings, church attendance).
	5.4.2 Given background data on social life in the New England and Middle Colonies, assess the comparative quality of social life in North Carolina based on subjective opinion supported by relevant evidence.
	5.4.3 Given background data on life in the New England and Middle Colonies, identify similarities and differences with the economic and political life in North Carolina.
	5.4.4 Write a journal of one week's duration in which s/he pretends to be a resident of North Carolina. Include descriptions of her/his daily life (e.g., home, school, community, or farm).

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 5: The learner will know important political, social, and economic aspects of life in colonial North Carolina.

Objectives	Measures
5.5 Know and assess the role of prominent colonial figures.	5.5.1 When given a list of names of individuals prominent in the colonial period of North Carolina, describe their notable activities and/or contributions.
	5.5.2 Accurately match a list of names of individuals with achievements and/or contributions as follows: (a) (1) Edward Hyde (d) (2) Thomas Cary (c) (3) Chief Hancock (b) (4) Henry McCulloh a. Anglican Governor of North Carolina. Prominent in the Albemarle region. b. arranged the settlement of Scotch-Irish Protestants on the Northeast branch of the Cape Fear River. c. controlled the Tuscaroras living between the Pamlico and Neuse Rivers. d. led a rebellion of Bath and Quaker forces against Anglican and Albemarle domination.
	5.5.3 Brainstorm a list of important characteristics of effective leadership which might be provided by colonial governors. A similar list might be generated for military leaders, Lords Proprietors, tribal chieftains, and so forth.
	5.5.4 Using the criteria list generated, evaluate the performance of specific colonial figures supporting the opinion with relevant data.

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 5: The learner will know important political, social, and economic aspects of life in colonial North Carolina.

Objectives	Measures
5.6 Know and assess the degree of economic and political control exercised from London throughout the colonial period prior to 1763.	5.6.1 Given specific economic and political motivations of the Lords Proprietors, identify colonial policies and events reflecting these interests (e.g., desire to restrict colonial trade resulted in the Plantation Duty Act).
	5.6.2 Construct a time line emphasizing major events occurring in colonial North Carolina prior to 1763.
	5.6.3 From the viewpoint of an individual in the Albemarle or Cape Fear Region, write to one of the Lords Proprietors expressing your opinion on a controversial colonial issue, e.g., selection of a governor, or the Navigation Acts.
	5.6.4 Write a paper comparing and contrasting governance of North Carolina under proprietary and royal leadership.

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 5: The learner will know important political, social, and economic aspects of life in colonial North Carolina.

Objectives	Measures
5.7 Know and assess the impact of British and French rivalry on North Carolina.	5.7.1 Accurately answer such questions as the following: Which of the following best describes the role of North Carolina citizens in the conflict between British and French interest prior to 1763? a. Fort Dobbs and Rowan County provided a significant number of troops for the army led by George Washington. b. The British allied themselves with the Cherokees due to the diplomatic efforts of several Moravian leaders. c. French raids on coastal towns devastated the economic status of eastern North Carolina citizens. d. Frontier settlement in the Yadkin river area came under heavy attack from Cherokee forces causing many settlers to flee south and eastward in panic.
	5.7.2 Given the need to secure North Carolina's western frontier, propose and defend a bill before the Colonial Assembly in 1754.
	5.7.3 Assuming the role of a western settler in 1763, develop a list of grievances against the colonial government and propose specific measures for the protection of the western frontier.
	5.7.4 Write a script and/or role play a conversation in which British, French, and Cherokee representatives each express their claim to the Western frontier lands, and justify actions taken by their nations in defending those claims.

SOCIAL STUDIES

Grade Level: 8 **Skills/Subject Area:** Social Studies/Knowledge

COMPETENCY GOAL 6: The learner will know causes and effects, major events, and major personalities of North Carolina in the Revolutionary War.

Objectives	Measures
6.1 State the major reasons for the Revolution.	6.1.1 Given a list of reasons for the Revolution, distinguish immediate and long-term causes.
	6.1.2 Given a series of specific events in the revolutionary era, construct a time line emphasizing North Carolina's role in the national struggle.
	6.1.3 Drawing upon the data contained in the time lines and from other sources, assess the importance of North Carolina's contribution to the Revolutionary War.
6.2 Know the role of prominent leaders during the Revolutionary era in North Carolina.	6.2.1 When given a list of prominent individuals from the revolutionary era, categorize them as one or more of the following: (M) military; (P) political; (T) Tory; or (R) Rebel. The following is a representative list: (PT) a. Josiah Martin (PT) b. Governor Tryon (TP) c. Flora McDonald (PR) d. Cornelius Harnett (MR) e. Richard Caswell (MR) f. James Moore
	6.2.2 When given a list of prominent revolutionary leaders, detail and evaluate the significance of their contributions.

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 6: The learner will know causes and effects, major events, and major personalities of North Carolina in the Revolutionary War.

	Objectives		Measures
6.3	Indicate the similarities in the relationship between the Halifax Resolves and the Declaration of Independence.	6.3.1	Given a series of revolutionary events, place the Halifax Resolves and the Declaration of Independence in the proper chronological relationship.
		6.3.2	Assume the role of Cornelius Harnett or some other member of the Fourth Provincial Congress of North Carolina, and write a letter to a friend in another colony urging him to support colonial independence.
		6.3.3	Compare and contrast ideas expressed in the Halifax Resolves and the Declaration of Independence.
6.4	Know the significance of Revolutionary battles fought in North Carolina.	6.4.1	List major battles and skirmishes which occurred in North Carolina, and describe the outcome of each and its significance to the revolution effort overall, e.g., Battle of Moore's Creek Bridge solidified the Patriots cause, discouraged the Loyalist, and contained the fighting in the North for over three years.
		6.4.2	Construct a map of Revolutionary North Carolina illustrating major battles and skirmishes in North Carolina.
		6.4.3	Given an appropriate map of North Carolina, identify physical features which impeded or facilitated the progress of military forces operating in, or moving through North Carolina.
		6.4.4	Support or refute the statement that, "The map defeated the British in the American Revolution."

Grade Level: 8 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 7: The learner will know major trends, events, and problems of the State in the post revolutionary era.

Objectives	Measures
7.1 Know and assess the severity of problems faced by North Carolina after independence was won.	7.1.1 Given a general list of common postwar problems such as weak currency, a poor internal transportation system, and political instability, identify those suffered by North Carolina.
	7.1.2 Given a list of postwar problems, rank them according to severity and propose immediate and long-range solutions to them. A typical list might include: a. reward for war veterans b. location of a state capital c. securing finances for state government d. stabilizing the state's currency e. securing protection for the western frontier f. surrendering western land to the national government
	7.1.2 In a mock session of the North Carolina General Assembly, assume the role of a prominent postwar leader to draft, deliver, and debate legislation addressing key postwar problems.

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 7: The learner will know major trends, events, and problems of the State in the post revolutionary era.

Objectives	Measures
7.2 Describe and assess the strength of government under the Articles of Confederation.	7.2.1 Given a series of possible governmental powers, determine which could and could not be exercised by the national government under the Articles of Confederation (e.g., the power to declare war, print money, set standards of measure and weight, and tax).
	7.2.2 Assume the roles of western settlers to debate the advantages and disadvantages of forming an independent state.
	7.2.3 Given a listing of national and state problems during the postwar period, draw a series of illustrated political cartoons for a North Carolina newspaper.
7.3 Describe and assess the strength of the government provided by the Federal Constitution.	7.3.1 Given a series of governmental powers, classify them as (L) legislative, (J) judicial or (E) executive powers. A similar classification could be made for federal and state powers.
	7.3.2 Given a listing of powers for the new Federal Government, analyze the major reasons for, and against their inclusion in the Federal Constitution. A list might include the following: a. system of checks and balances b. two houses of Congress c. the separation of powers d. the Electoral College
	7.3.3 Write a persuasive letter to the editor of a state newspaper in 1787 urging ratification or defeat of the new Federal Constitution, supporting arguments with appropriate evidence.

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 7: The learner will know major trends, events, and problems of the State in the post revolutionary era.

Objectives	Measures
7.4 State reasons why North Carolina initially refused to sign the constitution.	7.4.1 Given a list of prominent state leaders in 1788, distinguish between Conservative and Radical positions on the question of constitutional ratification.
	7.4.2 Accurately answer questions such as the following: Which of the following statements regarding the Federal Constitution least represents the view of Conservative leaders? a. A strong central government will provide order. b. The new Federal Constitution will result in "unlimited slavery, like ancient Rome." c. A strong central government will protect North Carolina against foreign enemies and safeguard independence. d. North Carolina's failure to ratify the Constitution would leave us isolated and unable to protect the interest of our neighbors.
	7.4.3 Given major arguments for and against the ratification of the new constitution, compose broadsides and political pamphlets arguing either the Radical or Conservative position supported by appropriate details.

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 7: The learner will know major trends, events, and problems of the State in the post revolutionary era.

Objectives	Measures
7.5 Recognize the political factions and areas of disagreement which existed, and its impact on Post-Revolutionary North Carolina.	7.5.1 Given political issues of the time, compare and contrast the views of Federalist (Conservatives) and Anti-Federalist (Radicals).
	7.5.2 Write an essay, supported by appropriate detail, stating the major reasons for the formation of the Federalist and Republican Parties.
	7.5.3 Given a list of postwar party leaders, distinguish between Republican and Federalist leaders and describe their major contributions to postwar North Carolina.
	7.5.4 Using a rating scale, judge the relative worth of political leadership provided North Carolina by given political factions or parties in the postwar period.
7.6 Explain the causes of the War of 1812 and assess its impact on North Carolina.	7.6.1 Given background information on the war of 1812, working individually or collectively, develop articles and political cartoons for a state newspaper.
	7.6.2 Given a list of prominent North Carolina citizens, identify and discuss contributions each made to the war effort.
	7.6.3 Assume the role of an emigrant, select a writing format such as a diary or letter, and tell why s/he left North Carolina in 1815.

Grade Level: 8 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 8: The learner will know how the Antebellum era affected North Carolina's progress.

Objectives	Measures
8.1 **Explain the significance of Archibald Murphey's plan of progress.**	8.1.1 Given a listing of problems facing North Carolina, accurately complete the following:

Issue	Murphey's Plan	Intended Results
Poor internal transportation hampered intra- and inter-state trade	Construct canals Dredge canals Construct roads	Finance commerce through state ports, enhance farming and industry, unite East and West

Objectives	Measures
	8.1.2 In a mock session of the General Assembly, debate the merits of Murphey's plan.
	8.1.3 Describe the life and times of Archibald Murphey.
8.2 Describe the significance of an emerging two-party system in Antebellum North Carolina.	8.2.1 Write an essay on the predominant philosophy of the Republican party, identifying specific policies exemplifying that philosophy.
	8.2.2 Given a specific problem, write a letter to the General Assembly for help, stating what s/he wants the government to do.
	8.2.3 Working in small groups, select and support one of the presidential candidates of the 1824 election and reenact the political campaign.
	8.2.4 Design and present an advertising campaign convincing North Carolina citizens to join the new Whig Party or remain loyal to the Democratic Party.
	8.2.5 From a Whig point of view, construct and deliver a speech welcoming Rip Van Winkle from his sleep.

Grade Level: 8

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 8: The learner will know how the Antebellum era affected North Carolina's progress.

Objectives	Measures
8.3 Explain the effects of the Constitutional Convention of 1835 on North Carolina's political, social, and economic structure.	8.3.1 Discuss the major defects of North Carolina's 1776 Constitution and analyze the resulting political, economic, and social impact.
	8.3.2 Given the viewpoints of Nathaniel Macon and David L. Swain, participate in a debate arguing positions which are logically developed and historically accurate.
	8.3.3 List the reforms of Archibald D. Murphey which were embodied in the revision of the Constitution in 1835, and predict the economic, social, and political benefits which will be derived from the new document.
	8.3.4 When given excerpts from the Constitution before and after 1835, compare and contrast the provisions for suffrage, apportionment for representation, qualifications for office, separation of powers, and checks and balances.
	8.3.5 Perform dramatic skits depicting major reforms which followed the revision of the Constitution in 1835 (e.g., founding of the School for the Deaf).

Grade Level: 8 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 9: The learner will know how sectionalism affected North Carolina and resulted in secession.

Objectives	Measures
9.1 Describe the history and status of blacks in North Carolina through this period.	**9.1.1 When given a list of names of prominent black North Carolina citizens, describe their notable activities and contributions to North Carolina.**
	9.1.2 Given geographic and demographic data, construct illustrative maps, charts, and bar graphs depicting the distribution and relative proportion of slaves, free blacks, and whites in North Carolina.
	9.1.3 Given the distribution of slave and nonslave counties, predict how various sections of North Carolina would react to slave-related issues.
	9.1.4 Assume the role of a white, free black, or slave in 1831, select a writing format such as a journal, letter, or an audio-visual mode, and react to Nat Turner's rebellion in 1831.
9.2 Know the important national political events or crises leading to secession of the individual States that formed the Confederate States of America.	**9.2.1 Given a series of important national political events, place them in chronological order.**
	9.2.2 Given a chronological sequence of important national events or crises, construct a time line comparing and contrasting events in North Carolina to the national experience.
	9.2.3 Analyze a specific national event or crisis from a particular North Carolina point of view (e.g., the fall of Ft. Sumter).

Grade Level: 8

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 9: The learner will know how sectionalism affected North Carolina and resulted in secession.

Objectives	Measures
9.3 Describe how national and state leaders and political factions struggled to promote or prevent the onset of secession.	9.3.1 When given a list of prominent state and national leaders and political groups from this period, describe their position on issues of the day and describe their notable achievements or activities. Such a list would include: a. John Brown b. William Holden c. John W. Ellis d. William Lloyd Garrison e. the Republican Party f. the Democratic Party g. the Whig Party
	9.3.2 When given a series of national or state issues, select a prominent state leader or assume the role of an ordinary citizen and role play her/his reaction to these events.
	9.3.3 When given a series of events which contributed to the final onset of secession, prepare alternative actions which might have avoided the war.

SOCIAL STUDIES K

Grade Level: 8 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 10: The learner will know how the Civil War and Reconstruction affected the development of North Carolina.

Objectives	Measures
10.1 Locate and assess the strategic position of the Confederate, border, and northern states.	10.1.1 Given appropriate geographic, demographic, industrial, and agricultural data, construct illustrative maps, charts, and bar graphs depicting the distribution and relative proportion of strategic resources.
	10.1.2 Using appropriate geographic and demographic data, identify and/or devise alternative war strategies for Union and Confederate forces.
	10.1.3 Given the strategic balance between the Union and Confederate States of America forces, predict significant contributions which North Carolina could make to the Confederate cause.
	10.1.4 List or create pictorial representations of the advantages and disadvantages of the Northern and Southern states at the onset of the Civil War.
	10.1.5 Draw a cartoon illustrating events pushing North Carolina into secession from the Federal Union.
10.2 Describe the secession process in North Carolina and assess the degree to which it was influenced by national events.	10.2.1 Using a variety of written, oral, or visual formats, identify and describe the various attitudes of North Carolina on the eve of the Civil War.
	10.2.2 Given a list of reasons for seceding from the Union, distinguish those appropriate to North Carolina.
	10.2.3 Given a list of immediate and long-range causes for the Civil War, describe how the causes influenced the decision-making process in North Carolina.

Grade Level: 8

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 10: The learner will know how the Civil War and Reconstruction affected the development of North Carolina.

Objectives	Measures
10.3 Assess North Carolina's major contribution to the war effort.	10.3.1 Given a list of prominent Confederate States of America government officials and military leaders, identify North Carolina citizens and describe their notable contributions or activities.
	10.3.2 Given comparative data on troops supplied, casualty figures, and materials provided, judge the extent of North Carolina's contribution to the war effort.
	10.3.3 Gather and analyze data from her/his own family or community and prepare an oral or written presentation of North Carolina's contribution to the war effort.
	10.3.4 Prepare an editorial entitled "Rich Man's War; Poor Man's Fight," assuming the role of a newspaper editor, and/or prepare letters to the editor defending or protesting the position taken in the editorial.
10.4 Know and describe the political relationship which existed between the governments of North Carolina and the Confederate States of America.	10.4.1 Given a list of grievances against the Confederate States of America, assume the role of a North Carolina citizen and petition President Davis and the Confederate Congress for relief.
	10.4.2 Compare and contrast the leadership style of Governor Vance of North Carolina with that of President Davis of the Confederacy.
	10.4.3 Write a letter to Governor Vance complaining about the low rank of North Carolina officers.

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 10: The learner will know how the Civil War and Reconstruction affected the development of North Carolina.

Objectives	Measures
10.5 Identify and assess the impact of major national and state Civil War battles/campaigns.	10.5.1 Given a list of Civil War battles/campaigns, identify those fought in North Carolina, and construct a map illustrating the geographic areas affected.
	10.5.2 Given an understanding of Union and Confederate States of America military strategy, evaluate the strategic value of North Carolina territory.
	10.5.3 Given specific battles/campaigns, analyze data in terms of its impact on: a. Union, Confederate and North Carolina production capacities b. civilian populations of the Union, Confederacy, and nation

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 10: The learner will know how the Civil War and Reconstruction affected the development of North Carolina.

Objectives	Measures
10.6 Identify and analyze similarities and differences between Presidential and Congressional plans for reconstructing the Union, and assess their impact on North Carolina.	10.6.1 Given specific criteria, complete a chart comparing and contrasting Presidential and Congressional plans for Reconstruction (e.g., status of former slaves, readmission to the Union, punishment of Confederate leaders, preservation of the Republican Party).
	10.6.2 Given specific Reconstruction policies, analyze their impact on various aspects of North Carolina's economic, political, and social life.
	10.6.3 Select a written or dramatic format to portray Reconstruction policies affecting specific aspects of North Carolina life (e.g., race relations and the white attitude toward it).
	10.6.4 Identify the following and state the importance of each: a. The Shoffner Act b. The Lowry Gang c. Kirk-Holden War

SOCIAL STUDIES

Grade Level: 8 **Skills/Subject Area:** Social Studies/Knowledge

COMPETENCY GOAL 11: The learner will know major late nineteenth-century economic, social, and political developments in North Carolina.

Objectives	Measures
11.1 Describe basic business organizations existing in North Carolina in the late nineteenth-century.	11.1.1 List and give examples of the following business forms: a. single proprietorship b. partnership c. corporation d. monopoly
	11.1.2 Explain some advantages and disadvantages of each form of business.
11.2 Assess the importance of technological advances.	11.2.1 When given a series of technological advances, arrange them in chronological order.
	11.2.2 Given a chronological listing of technological advances, explain how specific innovations stimulated other technological advances.
	11.2.3 Given a list of technological advances, select one and evaluate its impact on industrial development in North Carolina (i.e., electricity, automobiles, mass production).
11.3 Assess the impact of industrialization and rapid population growth in late nineteenth-century North Carolina.	11.3.1 When given a description of a specific North Carolina city in 1820 and 1920, identify and describe change brought about by industrialization and rapid population growth.
	11.3.2 Prepare and present an analysis of positive and negative effects of industrial growth.
	11.3.3 Given a listing of positive and negative effects of industrialization, simulate a town meeting called to propose ways to eliminate, or minimize negative effects of, industrial growth.

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 11: The learner will know major late nineteenth-century economic, social, and political developments in North Carolina.

Objectives	Measures
11.4 Assess the impact of immigration on North Carolina in late nineteenth-century.	11.4.1 When given demographic data, construct and interpret changes in population patterns in North Carolina, emphasizing: a. changing occupation b. urban expansion versus rural decline c. geographic distribution
	11.4.2 Using photographs from the local community, identify and assess the degree of change resulting from industrialization and population growth.
11.5 Know the role of prominent industrial and business leaders in nineteenth-century North Carolina.	11.5.1 When given a list of prominent industrial and business leaders, describe their notable activities and/or contributions. The following is a representative list: a. George Vanderbilt b. James B. Duke c. R. J. Reynolds d. Moses Cone
	11.5.2 When given a list of prominent individuals, suggest how life in North Carolina would be different today without the contribution of a specific individual.
	11.5.3 Nominate individuals for a North Carolina Business and Industrial Hall of Fame, describing that individual's notable achievements.

Grade Level: 8

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 11: The learner will know major late nineteenth-century economic, social, and political developments in North Carolina.

Objectives	Measures
11.6 Recognize that the period between 1876-1900 brought about a return to political arrangements similar to those that existed before the Civil War.	11.6.1 Write a newspaper editorial doing one of the following: a. showing conservative Democratic views of the problems of farmers b. expressing the farmers' views of the handling of the state debt
	11.6.2 Explain the methods used to accomplish disenfranchisement. Rank them as to their effectiveness.
	11.6.3 Show what portion of the Civil Rights Act of 1964, and the Voting Rights Act of 1965, were directed toward ending disenfranchisement policies.

SOCIAL STUDIES

Grade Level: 8 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 12: The learner will know that the turn of the century was a time of great social, political, and economic change and unrest in North Carolina.

Objectives	Measures
12.1 Assess the influence of industrialization and urbanization on the economic, political, and social system of North Carolina.	12.1.1 When given a list of important social, academic, and political changes in North Carolina, distinguish those caused by industrialization and urbanization.
	12.1.2 When given a map of North Carolina, locate the major population centers of the state at the turn of the century.
	12.1.3 When given a map showing the sites of industrial activity, develop a hypothesis regarding the relationship between industrial activity and population growth.
	12.1.4 Analyze the differences and similarities between the coastal, piedmont, and mountain regions of North Carolina in 1820 and 1900, and distinguish which of these resulted from industrialization and urbanization.
12.2 Describe the political climate and alignment of political parties.	12.2.1 Identify the major political parties and movements in North Carolina at the turn of the century and state their major goals.
	12.2.2 When given a series of names, categorize the individuals according to the political party to which they belonged.
	12.2.3 When given a series of political statements, match them with the appropriate political party.
	12.2.4 When given the name of a specific political leader, compose and deliver a speech which is historically consistent and logically organized.

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 12: The learner will know that the turn of the century was a time of great social, political, and economic change and unrest in North Carolina.

Objectives	Measures
12.3 Evaluate the importance and efforts of labor unions in North Carolina.	12.3.1 Brainstorm a list of grievances voiced by workers during the late nineteenth-century in North Carolina. The list might include long hours, low pay, and child labor.
	12.3.2 Construct a time line depicting major developments in the labor movement on the national and state level.
	12.3.3 Participating in a mock session of the North Carolina General Assembly, consider whether to establish a Department of Labor.
	12.3.4 Assuming the role of a North Carolina industrialist or laborer, write a letter to the national president of the Knights of Labor expressing your opinion on the growing tendency to sanction strikes.
	12.3.5 When shown a picture of children working in a factory, describe how her/his life would change if s/he were to join the children at work.
12.4 Describe North Carolina's role in national events and movements of the period.	12.4.1 When given a list of movements or events, describe the extent of North Carolina's involvement.
	12.4.2 When given information on the Populist Movement, compare and contrast North Carolina's movement with the national experience. Similar measures can be used for the labor movement, various reforms, trends toward social and civic organizations.

Grade Level: 8

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 12: The learner will know that the turn of the century was a time of great social, political, and economic change and unrest in North Carolina.

Objectives	Measures
12.5 Describe the impact of white supremacy on North Carolina's political process.	12.5.1 State at least three reasons for the emergence of white supremacy as a political issue in North Carolina.
	12.5.2 Analyze the platform and campaign themes of the Populist, Republican, and Democratic parties in the election of 1898, and assess the impact of the "white supremacy" theme.
	12.5.3 Select a specific event or individual, and write a newspaper article describing the significance of the "white supremacy" issue.

SOCIAL STUDIES

Grade Level: 8 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 13: The learner will know the political, economic, and educational advances of the early 1900s.

Objectives	Measures
13.1 Describe how North Carolina began to have a greater role in national politics.	13.1.1 List and describe the achievements and/or contributions of notable North Carolina citizens of the early 1900s.
	13.1.2 Select one of the following individuals and compose a political speech arguing that persons particular point of view on an issue from the early 1900s. a. Josephus Daniels b. Claude Kitchin c. E. W. Pou d. E. Yates Webb e. Walter Hines Page
13.2 Describe North Carolina's role in World War I.	13.2.1 Assume the role of a soldier in artillery training at Camp Bragg, and write a letter home describing her/his daily routine and her/his thoughts about going to war.
	13.2.2 Interview a soldier or a person living at the time of World War I and present her/his research findings in an appropriate oral, written, or visual format.
13.3 Describe North Carolina's reaction to Women's Suffrage and the nineteenth amendment.	13.3.1 List pro and con arguments regarding the ratification of the nineteenth amendment.
	13.3.2 Write an editorial arguing for the ratification or defeat of the nineteenth amendment. Other students may write letters to the editor favoring or refuting the editorial position.
	13.3.3 Participate in a mock session of the North Carolina General Assembly, arguing the pros or cons of the nineteenth amendment, using historically consistent and logically developed arguments.

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 13: The learner will know the political, economic, and educational advances of the early 1900s.

Objectives	Measures
13.4 Explain the conditions that resulted in a state income tax.	13.4.1 List major problems requiring state expenditures in the early 1920s.
	13.4.2 List the major sources of revenue available to state government in 1920, and assess their capacity to generate needed revenue.
13.5 Explain the part agriculture played in the economic growth of North Carolina.	13.5.1 Construct a map, chart, or bar graph showing the distribution of farms throughout North Carolina in 1920.
	13.5.2 Draw a series of cartoons depicting the plight of farmers in 1920.
	13.5.3 List alternative solutions to North Carolina's agricultural problems in 1920, and evaluate the effectiveness of each.
13.6 Describe how the development of electric power contributed to rapid industrial growth.	13.6.1 List power sources available to North Carolina industries in 1900 and evaluate the availability of each.
	13.6.2 Locate on an appropriate North Carolina map, those areas which had little access to specific power sources (e.g., water power).

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 13: The learner will know the political, economic, and educational advances of the early 1900s.

Objectives	Measures
13.7 Describe how tobacco, textiles, and furniture became important to economic growth.	13.7.1 Locate on an appropriate North Carolina map, the sites for each manufacturing activity.
	13.7.2 Construct charts and bar graphs illustrating the number employed in each manufacturing activity.
	13.7.3 Participate in illustrative skits, depicting ways each manufacturing activity affected the lives of the workers and the citizens of North Carolina.
13.8 Describe significant intellectual activities and the growth of public education.	13.8.1 Write a biographical sketch of C. B. Aycock, emphasizing his contributions to public education.
	13.8.2 Construct a literary map of North Carolina, locating the birthplace, and/or residence of prominent literary figures (e.g., Thomas Wolfe, Thomas Dixon, William S. Porter).
	13.8.3 Construct a time line illustrating the milestones in the development of the State's university system.

Social Studies

Grade Level: 8 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 14: The learner will know that North Carolina was affected by, and shared in the problems of the nation in the thirties and forties.

Objectives	Measures
14.1 Explain the causes of the Great Depression, and how they affected North Carolina.	14.1.1 Construct a time line paralleling the events in North Carolina and the nation from 1920 to the onset of the Great Depression.
	14.1.2 Develop and present a slide-tape show depicting the effects of the great depression on agriculture, industry, and life in general in North Carolina.
	14.1.2 Assume the role of an unemployed textile worker and write a letter to President Hoover proposing specific ways the textile industry can be restored to economic health.
14.2 Describe the New Deal's impact on economic and political life in North Carolina.	14.2.1 Classify various New Deal activities in North Carolina as: a. relief efforts b. recovery efforts c. reform efforts d. conservation and energy efforts
	14.2.2 Assess the impact of specific New Deal activities on banking, labor, agriculture, and social welfare in North Carolina.
	14.2.3 Evaluate the effect of New Deal legislation on efforts to organize workers in North Carolina.
	14.2.4 Write an essay from the point of view of a banker, farmer, electric power company executive, or an ordinary citizen, describing the changes in her/his life resulting from the New Deal.
	14.2.5 Draw a political cartoon showing the growth of federal and state government resulting from the New Deal.

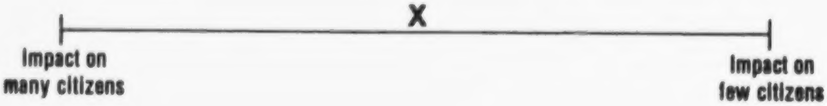
Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 14: The learner will know that North Carolina was affected by, and shared in the problems of the nation in the thirties and forties.

Objectives	Measures
14.3 Describe North Carolina's patriotic contribution to the nation during World War II, and the impact on the state's economic, social, and political life.	14.3.1 Locate on an appropriate North Carolina map, the present site of military bases in North Carolina.
	14.3.2 Assume the role of a soldier fighting in Europe or Asia, and write a letter home describing the war and her/his reaction to it.
	14.3.3 Describe the politics in North Carolina accounting for the impact of the war effort.
	14.3.4 Describe the changes in the lives of farmers, women, and blacks resulting from World War II.

Grade Level: 8 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 15: The learner will know that the years since 1945 have been time of great social, economic, and political change.

Objectives	Measures
15.1 Describe the various ways that social change has impacted on the lives of individuals and groups living in North Carolina.	15.1.1 Generate a list of important social changes affecting the people of the United States and North Carolina and evaluate the extent of impact using the following continuum: 
	15.1.2 Select from literary sources (plays, poems, or songs), passages which accurately express important social changes affecting the people of the state and nation.
	15.1.3 Interview individuals living in 1946, and compose a biographical sketch, song, poem, or collage depicting change from the viewpoint of those individuals.
15.2 Describe and assess the problems facing urban areas in North Carolina.	15.2.1 Assess a list or description of problems of urban areas, using criteria developed by the class.
	15.2.2 Suggest alternative solutions to specific problems facing North Carolina, and predict consequences of each proposed solution.
	15.2.3 Compare and contrast urban life in a given North Carolina city with that of New York or some other large city.

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 15: The learner will know that the years since 1945 have been a time of great social, economic, and political change.

Objectives	Measures
15.3 Evaluate the importance of technological innovations and their implications in energy utilization since 1945.	15.3.1 Arrange in chronological order, a series of innovations.
	15.3.2 List the economic reasons for, and the economic benefits from specific innovations.
	15.3.3 Describe the effects of these changes on the economy and lifestyle of people in North Carolina, using written, oral, or graphic means.
	15.3.4 State the relationship between the location of cities and energy sources.
	15.3.5 List major innovations of the future, and predict the possible economic, social, and political consequences of specific innovations.
15.4 Evaluate a list of major political changes and events in the past forty years.	15.4.1 Given a list of major political changes and events, place them in chronological order.
	15.4.2 Classify major political changes as a sectional, state, regional, national, or international phenomena.
	15.4.3 Assess specific changes in terms of their impact on the aging, blacks, women, American Indians, and young people.

SOCIAL STUDIES

Grade Level: 8 Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 1: The learner will identify and define problems and suggest ways of solving them.

Objectives	Measures
1.1 Recognize that a problem exists.	1.1.1 Given the law (Grandfather clause) that individuals will be eligible to vote only if their fathers or grandfathers were eligible to vote in 1867, indicate what kind of problem exists.
	1.1.2 Given the conditions under the Articles of Confederation (i.e., the government could not regulate trade or raise an army or navy for defense), indicate two problems that existed.
1.2 Identify the viewpoints of parties to a problem.	1.2.1 Given the literacy test as a prerequisite to vote, identify the viewpoint of blacks in North Carolina in 1900.
	1.2.2 Given the political climate in North Carolina in 1900, identify the viewpoint of Governor Aycock.
1.3 Identify value conflicts inherent in a problem.	1.3.1 Identify the value conflicts inherent in the requirement of the "poll tax" as a prerequisite to vote.
	1.3.2 Given conditions under the Articles of Confederation, identify the value conflicts between radicals and conservatives.

Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 1: The learner will identify and define problems and suggest ways of solving them.

Objectives	Measures
1.4 Determine methods of finding the most reasonable solution to a problem.	1.4.1 Given Governor Aycock's hypothesis that education, "A Declaration Against Illiteracy," was the answer to North Carolina's problems, indicate sources of information needed to test the hypothesis.
	1.4.2 Given Governor Kerr Scott's hypothesis that "Farm to market roads" would solve North Carolina's farmers' dilemma, indicate an appropriate technique for testing it.

SOCIAL STUDIES

Grade Level: 8 Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 2: The learner will locate and gather information.

Objectives	Measures
2.1 Choose appropriate reference books and sources.	2.1.1 When given unfamiliar terms, use dictionaries and glossaries.
	2.1.2 Use specialized reference books and public sources to gather information about laws, economic activity, and government services.
	2.1.3 Use card catalogues and Reader's Guides to find information from a variety of sources.
2.2 Collect information through interviews.	2.2.1 When preparing to interview a specific person for a specific purpose, prepare appropriate questions.
	2.2.2 Report orally or in writing, or record the interviews.
2.3 Collect information using surveys and questionnaires.	2.3.1 Prepare a questionnaire/survey either individually or cooperatively.
	2.3.2 Compile information collected with surveys and questionnaires.
2.4 Read charts, graphs, and time lines found in a variety of sources.	2.4.1 When given tables, charts, graphs, and time lines, answer specific questions using the available information.

SOCIAL STUDIES

Grade Level: 8 Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 3: The learner will evaluate information.

Objectives	Measures
3.1 Check new data against other sources for accuracy.	3.1.1 When given unfamiliar information, verify it using appropriate sources.
3.2 Identify emotional words.	3.2.1 When given a list of descriptive words, identify those which convey emotion.
	3.2.2 When given a passage or article to read, identify emotional words and phrases.
3.3 Identify evidence of propaganda.	3.3.1 When given copies of speeches and/or written passages, paraphrase the point of view.
	3.3.2 Analyze written and television advertisements used to promote a product, political candidate, or idea, and identify techniques such as glittering generalization, name calling, and testimonials.
3.4 Determine completeness and inconsistencies in data.	3.4.1 Make comparisons between information on the same topic or event from different sources and point out similarities and differences.
	3.4.2 When given information about a familiar topic, make subjective judgments about the need for additional information.

SOCIAL STUDIES

Grade Level: 8 **Skills/Subject Area:** Social Studies/Skills

COMPETENCY GOAL 4: The learner will organize and analyze information, and draw conclusions.

Objectives	Measures
4.1 Organize information.	4.1.1 Take notes when reading or listening to oral presentations.
	4.1.2 Outline information ordering major topics and subtopics.
	4.1.3 Summarize information in her/his own words.
4.2 Analyze information.	4.2.1 When given quantifiable data, construct bar graphs and circle graphs.
	4.2.2 Take available information and make inferences (i.e., look at population trends for a region), and conclude that certain types of government services will be needed.
	4.2.3 When given graphs, charts, maps, and other graphic representations of data, answer specific questions requiring the use of available information.
4.3 Draw conclusions.	4.3.1 Examine data and make generalizations, or suggest courses of action based on available information.
	4.3.2 Present evidence for both sides of an argument.
	4.3.3 When given additional information, revise generalizations, inferences, and conclusions.
	4.3.4 Make judgments about the best course of action.

Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 4: The learner will organize and analyze information, and draw conclusions.

Objectives	Measures
4.4 Select a rational course of action.	4.4.1 Define a problem.
	4.4.2 Recognize and list alternative courses of action as solutions to a problem.
	4.4.3 State criteria to be used in deciding.
	4.4.4 List arguments for, and against each alternative course of action.
	4.4.5 When given a list of alternative actions, predict the consequences of each.
	4.4.6 When given a list of alternatives, choose the course of action that is most likely to succeed.

SOCIAL STUDIES

Grade Level: 8 Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 5: The learner will use maps and globes.

Objectives	Measures
5.1 Orient maps and note directions.	5.1.1 Orient a desk outline map, a textbook map, and atlas maps to the north.
	5.1.2 Use parallels and meridians in determing directions correctly.
	5.1.3 Construct simple maps which are properly oriented.
	5.1.4 Given the major events of the Battle of Guilford Courthouse, identify geographic factors influencing the outcome.
	5.1.5 Given the tremendous tourist trade in North Carolina, choose from a variety of maps needed to explain its existence.
5.2 Locate places on maps and globes.	5.2.1 Given a blank map of North Carolina, identify and label European groups and cultures which controlled specific geographic regions by 1700.
	5.2.2 Use a number and key system to locate Manteo on a North Carolina highway map.
	5.2.3 Use latitude and longitude to locate colonial towns in North Carolina.
5.3 Use a scale and compute distance.	5.3.1 Use the distance table on the map to find the distance between Cape Hatteras and Murphy.
	5.3.2 Given maps of differenct scales, identify the reason for the smaller scale.
	5.3.3 Compute the distance between Southport and Cherokee on maps of different scales.

Grade Level: 8

Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 5: The learner will use maps and globes.

Objectives	Measures
5.4 Interpret map symbols.	5.4.1 On a North Carolina highway map, recognize symbols for county boundaries.
	5.4.2 On a raised relief or color contour map, identify the elevation of Mt. Mitchell.
	5.4.3 On a map, use the legend correctly.
	5.4.4 Identify time zone for North Carolina.
	5.4.5 Rotate the globe to correspond to the time zones. If it is 1:00 p.m. in Raleigh, North Carolina, what time is it in Nashville, Tennessee?
5.5 Compare maps and draw inferences from them.	5.5.1 Compare a relief map and a highway map of North Carolina and draw inferences concerning where highways are located.
	5.5.2 Given a relief map, locate Wilmington, North Carolina and suggest geographic features which contributed to its development.
	5.5.3 Given the physical detail and latitude, suggest the economic activity and ways of living in Asheville, New Bern, or any other city of equal size.

SOCIAL STUDIES

Grade Level: 8 Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 6: The learner will have a sense of time and chronology.

Objectives		Measures	
6.1	Use time concepts such as minute, decade, and century.	6.1.1	Figure relative times of pre-historic events in North Carolina from archeological evidence.
		6.1.2	Compute the time problems concerning American Indians using the Christian system of chronology (i.e., B.C. and A.D.).
		6.1.3	Translate dates of early explorers into centuries.
6.2	Demonstrate an understanding of the chronological sequence of events.	6.2.1	Compute the length of time between the settlement of the Lost Colony and the writing of the Halifax resolves.
		6.2.2	Construct a time line illustrating the development of North Carolina's public school system.
		6.2.3	Identify the relationship or lack of relationship between Governor Aycock's interest in public education in 1900 and Federal aid to education beginning in the 1960s.

Grade Level: 8 Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 7: The learner will demonstrate growth in self-management **skills.**

Objectives		Measures
7.1 **Decrease self-centered perceptions.**	7.1.1	Write a diary explaining the feelings of an American Indian when s/he saw the first European in North Carolina.
	7.1.2	Given a debate topic on the pros and cons of the labor movement, take the opposite point of view that s/he held to, or heard from parents.
7.2 Decrease group-centered perceptions.	7.2.1	Given controversy over church/state relationships, identify the fallacy of applying one set of standards to all groups.
	7.2.2	Given a dispute over civil or minority rights, analyze the behavior of protesting groups from a perspective that does not reflect her/his group's standards.
7.3 Decrease in stereotypic perceptions.	7.3.1	Given a cartoon or caricature denoting a blanket generalization about a political party, identify the stereotypic features.
	7.3.2	Given a statement that identifies a group as all bad, change the statement to read "some bad," or "some good."
	7.3.3	Given a series of magazine cover caricatures of the Japanese, compare a current one to one during World War II and indicate that opinions change over time.

Grade Level: 8

Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 7: The learner will demonstrate growth in self-management skills.

Objectives	Measures
7.4 Increase the ability to empathize.	7.4.1 Compose an accurate diary from research about life as a slave on the Orton Plantation.
	7.4.2 Given the opinion that Governor Aycock's literacy test for voting was unacceptable, write a paragraph explaining circumstances which may have made his plan logical and acceptable to himself.
7.5 Increase the ability to accept diversity.	7.5.1 Given social customs of teenagers in the 1930s in North Carolina, compare their behaviors with the present.
	7.5.2 Given a restaurant guide to a major North Carolina city, identify examples of cultural diversity.
	7.5.3 Describe activities of an international festival in a given North Carolina city using descriptive, nonjudgmental terms.
7.6 Increase the ability to accept change.	7.6.1 Given a description of early transportation in North Carolina, explain the positive and negative results of modern transportation.
	7.6.2 Given the influx of industry in a given city or country, evaluate the positive and negative effects.
7.7 Increase the ability to resolve conflict.	7.7.1 Given the conflict over raising the drinking age, identify the particular interest of each party to the conflict.
	7.7.2 Given the conflict over pollution control, identify possible solutions to make it more manageable.

Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 7: The learner will demonstrate growth in self-management skills.

Objectives		Measures
7.8 Resolve dilemmas.	7.8.1	When confronted with real or hypothetical situations and asked to make judgments about the best course of action for the individuals or groups involved, explore a number of alternatives, suggest a course of action, and defend the course of action with reasons.
	7.8.2	When judging the best course of action, consider what is best for all parties involved.

SOCIAL STUDIES

Grade Level: 8 Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 8: The learner will participate in group activities.

Objectives	Measures
8.1 Participate in group discussion and planning.	8.1.1 When called upon to solve a problem or make plans with others, initiate ideas.
	8.1.2 When discussing problems or making plans, listen to the ideas of others.
	8.1.3 Compromise for the good of the group.
8.2 Engage in group decision-making.	8.2.1 Vote or make her/his wishes known in some acceptable way.
	8.2.2 Generate alternative courses of action.
	8.2.3 Anticipate consequences of group decisions.
	8.2.4 Suggest ways to determine if the decision is a good one.
8.3 Act upon group decision.	8.3.1 Accept and carry out assigned tasks.
	8.3.2 Support group decisions after they have been made.
	8.3.3 Accept tasks and express support when not in complete agreement.

GRADES 9-12

Major Emphases

The basic social studies program in grades 9-12 includes courses in government, economics, world studies, United States history, and elective courses from the social sciences and history.

This program focuses on economic, political, historical, and social knowledge and skills needed by all students for becoming responsible citizens in an interdependent world. This knowledge and skill will help form attitudes and values consistent with our democratic heritage and will be of both immediate and long-term importance.

As a result of studies in grades 9-12 students will:

- analyze and evaluate economic, social, and political problems and policies.
- gain historical perspective.
- understand the basic concepts and methodology of the particular disciplines.
- recognize what it means to be an American citizen and understand and respect the cultural pluralism that characterizes the American experience.
- become better informed and more competent in using information about national and world affairs.
- gain a basic understanding of the American system of private enterprise.
- develop a respect for law and an understanding of the rights and responsibilities for citizenship.
- continue to develop their critical thinking and research skills and to apply them in their study of history and the social sciences.

Grade Nine: The Economic, Legal, and Political Systems in Action

This course focuses on the development of economic and political knowledge and skills needed by all students so that they may become responsible citizens in an interdependent world. Its placement at the ninth grade level is important in that its objectives are particularly suited to the needs of those students who will leave school before high school graduation as well as those who will continue their studies. Economic topics for study include, but are not limited to: basic economic concepts; economic institutions; and reasoned approaches for analyzing and evaluating economic problems, actions, and policies. Political, governmental, and legal topics might include basic concepts, institutions and processes, political socialization and political behavior, decision-makers and their roles, and the analysis and evaluation of political problems and policies.

This ninth grade course may be organized in at least two ways. One organizational structure would focus on economics during one semester and on political, legal, and governmental concepts during the other. The other approach would apply important concepts and methods of economics and political science to topics or issues of local, state, national, and international importance.

Locally-focused economic and political issues are a natural beginning point of instruction, but state, national, and international problems also need to be studied. It is essential that students recognize that the knowledge and skills emphasized in this course are of both immediate and long-term importance to them as citizens.

Grade 9 Outline (Knowledge)

THE LEARNER WILL:

1. Have a continuing awareness and understanding of issues and problems confronting the economic, legal, and political systems.

2. Know the responsibilities associated with citizenship.

3. Know that scarcity causes individuals and groups to make economic choices.

4. Know that the United States has a free enterprise economic system.

5. Know the relationship between economic goals and social values.

6. Know the characteristics of command, market, and mixed economies.

7. Know the basic factors of production (land, labor, capital, and entrepreneurial skills).

8. Know that there is disagreement as to the role of government in the economy.

9. Know the function of money and financial institutions in the American economy.

10. Know why we live in a society governed by law.

11. Know the importance of the roles of the United States and North Carolina Constitutions.

12. Know the structure and function of the American government under law.

13. Know how conflicts and disputes are addressed by the legal and political systems.

14. Know the roles and functions of officials and agencies in the legal and judicial systems.

15. Know how to function in a democratic society.

Grade 9 Outline (Skills)

THE LEARNER WILL:

1. Identify and define problems and suggest ways of solving them.
2. Locate and gather needed information.
3. Evaluate information.
4. Organize and analyze information and draw conclusions.
5. Use maps and globes.
6. Have a sense of time and chronology.
7. Demonstrate growth in self-management.
8. Participate effectively in groups.

SOCIAL STUDIES

Grade Level: 9

Skills/Subject Area: Social Studies/
Knowledge

COMPETENCY GOAL 1: The learner will have a continuing awareness and understanding of issues and problems confronting the economic, legal, and political systems.

Objectives		Measures	
1.1	Formulate parallels between personal problems and problems confronted by the community, state, and nation.	1.1.1	Given categories of problems such as financial, human relationships, time, etc., list examples of personal and governmental problems in each category.
		1.1.2	Given two separate listings, one for personal problems, and one for governmental problems, label each problem according to specific categories such as financial, time, and human relationships.
1.2	Evaluate the limits of government and laws in resolving problems.	1.2.1	Given a specific problem, evaluate the limits of government in resolving the problem.
		1.2.2	Given a description of an individual or social problem, explain why it should or should not be within the scope of governmental regulation and control (e.g., smoking tobacco in private and/or public).
1.3	Suggest examples of persistent public problems.	1.3.1	Collect articles and/or pictures reflecting specific economic problems (e.g., cartoons, newspaper or magazine articles on inflation).
		1.3.2	Given a list of possible social problems, rank them according to importance and duration.

Grade Level: 9

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 1: The learner will have a continuing awareness and understanding of issues and problems confronting the economic, legal, and political systems.

Objectives	Measures
1.4 Identify the causes and forecast the consequences of persistent, public problems.	1.4.1 Given a specific, persistent, public problem (e.g., environmental pollution), list the causes and forecast possible consequences in a written paragraph.
	1.4.2 Given a list of possible causes of a persistent public problem (e.g., juvenile delinquency), identify those which are generally considered to be major causes of the problem.
	1.4.3 Given an example of a persistent public problem (e.g., alcohol and drug abuse), identify possible and probable consequences for individuals and society.
1.5 Describe the relationship between and among economic, legal, and political problems, and be aware of this relationship in formulating proposals to solve them.	1.5.1 Given a case study which relates to a current problem (e.g., inflation in the United States), formulate a solution, tell whether it is an economic, legal, or political decision, and describe the impact which the solution will have on the other areas.
	1.5.2 Given a specific problem (e.g., drunk driving), describe the legal, economic, and political relationships involved in formulating solutions to the problem.

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 1: The learner will have a continuing awareness and understanding of issues and problems confronting the economic, legal, and political systems.

Objectives		Measures	
1.6	Compare national and international problems and suggest relationships between them.	1.6.1	Taking nuclear war as both a national and international political problem, perform a soliloquy in which the President of the United States or the Premier of the Union of Soviet Socialist Republics might engage. The presentation will include the stand which the selected leader would take, and the rationalization for the stand.
		1.6.2	In a brief paragraph, explain the impact of an American economic policy upon other countries or the international marketplace (e.g., import quota on textiles, American farm subsidies, wheat embargoes, food in storage).
		1.6.3	Collect or draw a cartoon illustrating the impact on the United States of the economic policy of another country or countries.
		1.6.4	List North Carolina or local businesses that market their goods in other countries, or that face foreign competition in the domestic market.

SOCIAL STUDIES

Grade Level: 9 Skills/Subject Area: Social Studies/ Knowledge

COMPETENCY GOAL 2: The learner will know the responsibilities associated with citizenship.

Objectives	Measures
2.1 Given instances of abuse of political office, infer actions citizens and public officials should take.	2.1.1 Given descriptions of specific instances where officials have abused their offices, state possible consequences to the offenders and to society (e.g., Nixon/Watergate incident).
	2.1.2 Given an instance of abuse by an appointed public official, explain action that should be taken by citizens and/or public officials (e.g., Supreme Court Justice takes a bribe, lawyers embezzeling clients' funds).
	2.1.3 Describe how lawyers and judges police themselves.
2.2 Given the data of voter participation in recent elections, identify the problems arising from a lack of constructive political action.	2.2.1 Given appropriate data on voter participation in recent elections, analyze the data and list those issues which had the most influence on the outcome of the election, and those issues which had the least influence.
	2.2.2 Given appropriate data on voter participation, role play problems various individuals and groups have caused by their nonparticipation in the political process (e.g., boycotted the election and the winning candidate represents the opposing view).
2.3 Explain the qualifications and procedures for becoming a responsible voter.	2.3.1 Enumerate the legal requirements for becoming a voter.
	2.3.2 Given a list of possible voter behaviors, select the behavior characteristics of responsible voters.

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Skills/Subject Area: Social Studies/Knowldge

COMPETENCY GOAL 2: The learner will know the responsibilities associated with citizenship.

Objectives		Measures
2.4 Given a serious community problem, indicate action citizens should take to resolve it.	2.4.1	Given a specific problem (e.g., getting a zoning ordinance passed), decide appropriate action to be taken.
	2.4.2	Take part in a simulation of a city council meeting, or debate both sides of a serious community problem (e.g., waste disposal, freeway right of way).
2.5 Given a list of government services, indicate the importance of services and sources of revenue.	2.5.1	Prioritize a listing of services along with the sources of revenue and defend her/his choices.
	2.5.2	Given a hypothetical local, state, or national budget, eliminate a specified number of items and explain the choices.
2.6 Explain the importance of individual involvement in jury services.	2.6.1	Observe an actual court trial either on videotape, or in person, and describe the importance of jury service.
	2.6.2	Participate in a mock trial and explain, in a short oral presentation, the importance of involvement in jury services.
	2.6.3	From a checklist, identify the expectations of a juror in North Carolina.

Grade Level: 9 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 3: The learner will know that scarcity causes individuals and groups to make economic choices.

Objectives		Measures
3.1 Determine opportunity cost, given a set of alternative choices.	3.1.1	Given descriptions of situations involving individual economic decisions, determine the opportunity cost.
	3.1.2	Give an example of a personal economic decision and explain the opportunity cost.
	3.1.3	Given descriptions of situations involving local, state, or national economic decisions, determine the opportunity cost (e.g., greater spending for exploration of space).
	3.1.4	Select a newspaper article describing an economic decision by a local, state, or national government agency, and determine the opportunity cost.
	3.1.5	Answer questions such as the following: What is the opportunity cost of building a housing development where an apple orchard now stands? (Consumers will no longer have the apples that are produced in the orchard.)

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 3: The learner will know that scarcity causes individuals and groups to make economic choices and decisions.

Objectives	Measures
	3.1.6 Answer questions such as the following: In many recent votes on school budgets, citizens have defeated school tax proposals and forced schools to eliminate extracurricular activities because of a lack of funds. What, if any, are the opportunity costs of such decisions? a. whatever benefits there might have been from the extracurricular activities b. since less money will be spent, there were no opportunity costs c. the cost of what taxpayers will now buy with what they saved d. the opportunity to use school facilities fully
	3.1.7 Make a list of desired goods and serices. Select those that would be purchased with a spending limit of $50.00. Explain the reason for the choices and the opportunity cost involved.

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 3: The learner will know that scarcity causes individuals and groups to make economic choices and decisions.

Objectives	Measures
3.2 Demonstrate an explicit decision-making process, given a problem and a model on which to plot alternatives and criteria.	3.2.1 List in order the steps in the decision-making process: (a) define the problem (b) list alternatives, (c) state criteria, (d) evaluate alternatives, (e) make a decision.
	3.2.2 Given a description of an individual economic problem, demonstrate the decision-making process utilizing the following model:

Alternatives	Criteria			

	3.2.3 Given a description of a local, state, or national economic problem, demonstrate the decision making process using model in 3.2.2 (e.g., local zoning ordinance, state highway funding, federal defense spending).

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 3: The learner will know that scarcity causes individuals and groups to make economic choices and decisions.

Objectives	Measures
3.3 Apply the decision-making process to a personal economic problem.	3.3.1 Describe a personal economic problem involving the use of time or money, list alternatives and criteria, evaluate the alternatives, and indicate a decision.
	3.3.2 Given a description of a personal economic problem involving the use of credit, apply the decision-making process (e.g., Lucy Sherman's old typewriter is in bad shape. She had planned to buy a new one after saving enough money to purchase it with cash. A large store in town has a sale on a typewriter Lucy likes. It regularly costs $220.00, but is sale-priced at $199.95 this week only. Lucy has $160.00 saved toward the purchase. Should she seek credit to buy the typewriter on sale? Why or why not? Are there other options? What are the advantages and disadvantages of each?).
	3.3.3 Given a problem situation concerning the use of consumer credit, role play a scene in which the advantages and disadvantages of credit use are explored.

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 3: The learner will know that scarcity causes individuals and groups to make economic choices and decisions.

Objectives	Measures
3.4 Apply the decision-making process to a local, state, or national economic problem.	3.4.1 Given a proposed economic policy by a local, state, or national agency, select from a list, probable outcomes of the policy.
	3.4.2 Given a controversial consumer protection issue, apply the decision-making process to arrive at a position on the proposed legislation (e.g., Do you favor a law that requires cars to be equipped with a device that prevents their motor from being started unless the seat belts are fastened?) Defend your position with logical arguments.

Alternatives	Criteria			
Mandatory seat belt use				
Optional seat belt use				

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 3: The learner will know that scarcity causes individuals and groups to make economic choices and decisions.

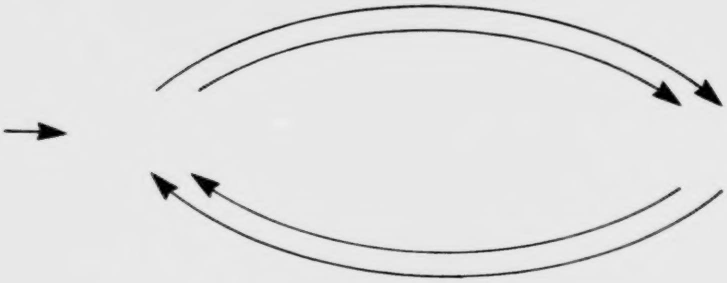
Objectives	Measures
	3.4.3 Answer questions such as the following: A national program of free housing for the aged poor is established. The program is paid for by an increase in the income tax. These actions promote one economic goal, but work against another. Specifically, these actions are likely to a. reduce freedom of choice but promote equity. b. reduce equity but promote efficiency. c. reduce stability but promote growth. d. reduce security but promote efficiency.
3.5 Distinguish from examples of political and economic conflicts, those which arise from scarcity.	3.5.1 Given a videotape of an evening news program or articles from a current newspaper or magazine, distinguish those conflicts which arise primarily from a scarcity of land, labor, or capital, from those conflicts which arise from other causes.
	3.5.2 Given examples of historic, national, or international conflicts, distinguish those which arose totally or in part from the problem of scarcity (e.g., American Revolution, Civil War, women's suffrage, Japanese attack on Pearl Harbor).

SOCIAL STUDIES

Grade Level: 9

Skills/Subject Area: Social Studies/ Knowledge

COMPETENCY GOAL 4: The learner will know that the United States has a free enterprise economic system.

Objectives		Measures
4.1 Explain the impact of consumer choice when presented with appropriate examples of economic activity.	4.1.1	Answer questions such as the following: What is most likely to happen if a majority of people in our society decide not to buy large cars? a. The price of oil products will increase. b. The total spending on highway construction will decrease. c. The number of large cars bought by government will increase. d. The number of people employed in large car factories will decrease.
	4.1.2	Given a circular flow of an economic activity diagram, label its components and explain the role of individuals and households in a market economy. 

Grade Level: 9

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 4: The learner will know that the United States has a free enterprise economic system.

Objectives		Measures	
4.2	Suggest the relationship between supply and demand from an appropriate case study.	4.2.1	Define the terms "supply" and "demand".
		4.2.2	Express in her/his own words the law of supply and demand.
		4.2.3	Given examples of increases or decreases in supply of a product, predict what will happen to price.
		4.2.4	Given examples of increases or decreases in demand, predict what will happen to price.
		4.2.5	Locate news stories reflecting changes in the marketplace and explain the supply and demand relationships.
		4.2.6	Answer questions such as the following (e.g., Several new companies have entered the home computer industry, increasing the supply of home computers): a. What is most likely to happen to the price of home computers? (decrease) b. How will consumers most likely react to the new price? (buy more)

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 4: The learner will know that the United States has a free enterprise economic system.

Objectives		Measures
4.3 Explain the role of competition in the United States economy.	4.3.1	Complete the statements such as the following: Consumers are likely to pay lower prices in a market where a. there is one seller. b. there are many sellers. c. there is a decrease in supply. d. there is an increase in demand. An important effect of competition in our economy is that a. it guarantees that all workers will have jobs. b. it helps keep prices down. c. it prevents business from producing too many goods. d. it prevents depression.
	4.3.2	Given appropriate examples of business enterprises, categorize them as examples of: a. competition b. monopoly c. oligopoly
	4.3.3	Cite examples of price and nonprice competition and list benefits and/or liabilities of each.
	4.3.4	Write a paragraph explaining the role of competition in the United States economy.
	4.3.5	Give examples of product competition at a local supermarket (e.g., different brands of cereal, generic brands, name brands).

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 4: The learner will know that the United States has a free enterprise economic system.

Objectives	Measures
	4.3.6 Answer questions such as the following: a. How does competition offset the allocation of resources? (It encourages businesses to be efficient in their use of resources.) b. Why does competition sometimes exist among producers that are making similar kinds of products? (They are competing to sell their product to the same consumers.)
4.4 Describe how price changes in one product might influence the supply of, and demand for another product or many other products.	4.4.1 Answer questions such as the following: If there is a large increase in the price of gasoline in a short time, which of the following is most likely to occur? a. less use of cars and less use of bicycles b. more use of cars and less use of bicycles c. less use of cars and more use of bicycles d. more use of cars and more use of bicycles
	4.4.2 Given a price increase or decrease in a product, explain or visually illustrate the effect on supply of and/or demand for other goods or services that might result (e.g., cut out pictures of other products that might be affected).
	4.4.3 Given a list of petroleum based products, list in order those which you would give up during an oil shortage (e.g., gasoline, cosmetics, records, plastic goods).

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 4: The learner will know that the United States has a free enterprise economic system.

Objectives	Measures
4.5 Cite examples of how the American economic system encourages private ownership of property and private initiative in economic activity.	4.5.1 List ways in which the right of property ownership is protected by local, state, or national laws.
	4.5.2 Cite examples of positive and negative incentives that can affect business owners and workers (e.g., profit sharing or bonus incentives).
	4.5.3 In a brief paragraph, describe the basic freedoms that distinguish the American capitalist economy from other economic systems.
	4.5.4 Define the term "entrepreneur" and cite examples from American economic history (e.g., J. C. Penney or Ray Kroc of McDonald's).

SOCIAL STUDIES

Grade Level: 9

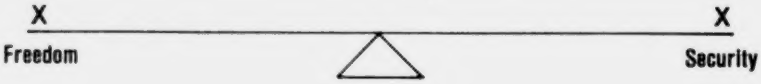
Skills/Subject Area: Social Studies/ Knowledge

COMPETENCY GOAL 5: The learner will know the relationship between economic goals and societal values.

Objectives	Measures
5.1 Distinguish from a list of overall societal values, those values that are related to economic goals.	5.1.1 Given a list of the values of our society, give an example where an economic goal and a societal value are complimentary.
	5.1.2 Given a list of societal values, give an example where there is a conflict between economic goals and societal values (e.g., cutbacks on student loans vs. encouraging individuals to develop their full potential).
	5.1.3 Complete tasks such as the following: Explain how societal values have been challenged by the energy crisis.
	5.1.4 Given a description and information regarding the impact of the production of a new product, answer the following questions: a. What societal values will/will not be served by the new product? b. What economic goals will be served by the new product? c. Would you favor or oppose the manufacture of the new product? Why?

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 5: The learner will know the relationship between economic goals and societal values.

Objectives	Measures
5.2 Place a given list of economic goals in order of personal priority, and predict the consequences for society of this priority.	5.2.1 Place in order of personal priority the the following economic goals: freedom, efficiency, equity, full employment, price stability, security, and growth. Predict the consequences for society if the first priority had been the basis of national policy during the energy crisis.
	5.2.2 Given a continuum illustrating the conflicting goals of freedom and security, take a position and explain the consequences on local, state, and national issues that would result from that position, e.g., 
5.3 Identify economic policies and activities that benefit, but conflict with the well-being of other segments of society.	5.3.1 Given a list of economic policies, identify segments of society that were helped, and those that were hurt by each of those policies.
	5.3.2 Take part in a simulation of a congressional hearing on a public policy issue, presenting arguments on behalf of one of the concerned segments of society at the hearing.

Grade Level: 9

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 5: The learner will know the relationship between economic goals and societal values.

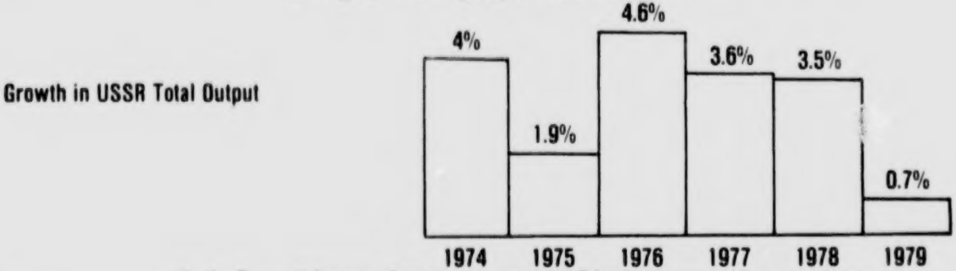
Objectives	Measures
5.4 Evaluate the costs and benefits of specific government expenditures.	5.4.1 Given a list of budget items for either local, state, or national government, decide on a specified number of items to eliminate and justify the cuts based on their costs and benefits.
	5.4.2 Given a statement favoring a specific government expenditure, argue orally or in writing for or against the expenditure, evaluating its costs and benefits.

Grade Level: 9

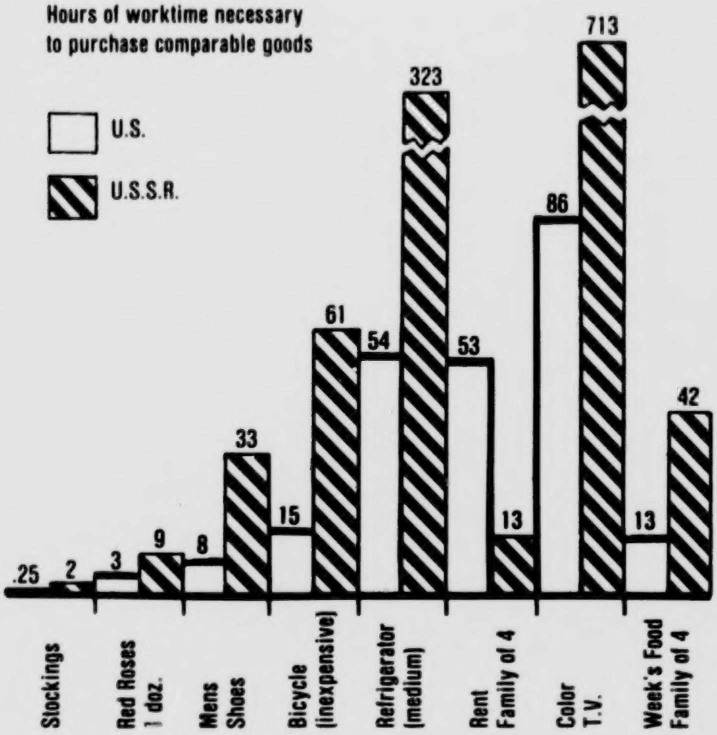
Skills/Subject Area: Social Studies/
Knowledge

COMPETENCY GOAL 6: The learner will know the characteristics of command, market, and mixed economies.

Objectives	Measures
6.1 Judge the operation of command, market and mixed economies.	6.1.1 Given data on a specified command, market, or mixed economy, state generalizations about its operation in terms of growth (e.g., see graph below).



6.1.2 Given data on specified command, market and mixed economies, compare their operation in terms of standard of living (e.g., see graph below).



Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 6: The learner will know the characteristics of command, market, and mixed economies.

Objectives		Measures
6.2 State the role of government in command, market, and mixed economies.	6.2.1	Complete a chart such as the one below which states the role of government in the allocation and ownership of resources and economic decision-making.

	Command	Market	Mixed
Role of Government			
Ownership of Resources			
Allocation of Goods and Services			

6.2.2 In a brief essay, take a stand on a question such as the following regarding the role of the government in the economy, defending the position using evidence from the command, market, and mixed economies studied.

a. What should be the role of government and private individuals in economic activities?

b. Should there be central direction and control of the economy?

c. How much responsibility should government have for the welfare of citizens?

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 6: The learner will know the characteristics of command, market, and mixed economies.

Objectives		Measures
	6.2.3	Complete a statement such as the following: In a market economy, such as the United States, most goods and services are produced by a. nonprofit corporations. b. profit-making businesses. c. government industries. d. consumer cooperatives.
	6.2.4	Draw a cartoon, picture or diagram illustrating the role of government in command, market, or mixed economies.
6.3 Tell the degree of individual economic initiative in command, market, and mixed economies.	6.3.1	List types of economic incentives in command, market, and mixed economies.
	6.3.2	Given descriptions of farm life (or factory life) in command, mixed, and market economies, infer the degree of individual economic initiative encouraged in each economy.
	6.3.3	Complete a statement such as the following: In a market economy high wages depend largely upon a. minimum wage laws. b. actions of government. c. high output per worker. d. socially responsible business leaders.

SOCIAL STUDIES

Grade Level: 9

Skills/Subject Area: Social Studies/
Knowledge

COMPETENCY GOAL 7: The learner will know that the basic factors of production (land, labor and capital, entrepreneurial skills) are brought together to produce goods and services.

Objectives	Measures	
7.1 Explain the importance of savings for investment in capital goods.	7.1.1	**Examine the annual report of a large corporation and calculate and explain the percentage of profits retained for reinvestment in capital goods.**
	7.2.1	**Interview a local business owner or plant manager on how the firm obtains financing or investment in capital goods.**
7.2 Identify and explain the elements of risk from selected case studies of private businesses.	7.2.1	**Given an appropriate case study of entrepreneural activity from American history or contemporary life, identify and explain the elements of risk involved (e.g., Apple Computer, J. C. Penney Company).**
	7.2.2	**Given a list of American or North Carolina businesses, write a report on the origins and development of the company, identifying and explaining elements of risk involved.**
	7.2.3	**Interview the owner or manager of a local business regarding the types of risks taken in the daily operation of the enterprise.**
	7.2.4	**Use library resources to write a report on state bankruptcy laws.**

Grade Level: 9

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 7: The learner will know that the basic factors of production (land, labor, capital, and entrepreneurial skills) are brought together to produce goods and services.

Objectives	Measures
7.3 Explain the role of investment in human capital and capital goods as a means of increasing productivity.	7.3.1 Given a definition of productivity, and a description of a production process, list ways to increase output-per-unit-of-input.
	7.3.2 Use career manuals to identify a career that requires a substantial investment in human capital, and a career that requires little investment after high school. List the costs and benefits of each career.
	7.3.3 Given a problem involving investment in human capital and/or capital goods, calculate and explain the costs and benefits derived from the investment.
	7.3.4 List ways in which people become more productive through increased training or education (e.g., learn to operate new kinds of equipment, new ways of doing their job, develop leadership or management skills).
	7.3.5 Interview a local farmer or businessman to find out the cost of the investment in human capital and capital goods needed to start and maintain their business.
7.4 Evaluate the impact of specialization and division of labor.	7.4.1 Take part in a simulation involving specialization and division of labor and evaluate their impact (increasing productivity).
	7.4.2 Given appropriate data, determine types of businesses which benefit through specialization and division of labor and those which do not.
	7.4.3 Given appropriate case studies, evaluate the costs and benefits of specialization and division of labor.

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 7: The learner will know that the basic factors of production (land, labor, capital, and entrepreneurial skills) are brought together to produce goods and services.

Objectives	Measures
7.5 Describe various forms of business organizations.	7.5.1 Complete statements such as the following: A corporation is not

a. a functional institution.
b. a separate legal entity.
c. owned by individual investors.
d. formed under a federal charter.

OR

The merger of companies that sell similar products is called a

a. diagonal combination.
b. horizontal combination.
c. vertical combination.
d. conglomerate combination.

7.5.2 Complete a chart such as the one below, which describes features of three major forms of business organizations.

	Proprietorship	Partnership	Corporation
Number of owners			
Capital formation			
Liability			
Life			

Grade Level: 9

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 7: The learner will know that the basic factors of production (land, labor, capital, and entrepreneurial skills) are brought together to produce goods and services.

Objectives	Measures
	7.5.3 Write statements that describe features of various forms of business organizations such as the following: Use each term below in a complete sentence about a corporation. a. stockholders b. board of directors c. articles of incorporation d. preferred stock e. common stock
	7.5.4 Draw a flow chart illustrating the organization of a corporation.
	7.5.5 Compile a list of local businesses that fall in each of the three categories of business organizations.

SOCIAL STUDIES

Grade Level: 9 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 8: The learner will know that there is disagreement as to the role of government in the economy.

Objectives		Measures	
8.1	Identify major economic theories and points of similarity and differences among them.	8.1.1	Given a list of economists and a list of economic theories, match the economists with their theories (e.g., Adam Smith, Karl Marx, John M. Keynes).
		8.1.2	In a paragraph, compare major economic theories.
		8.1.3	Select two economists and write a paragraph comparing their theories.
		8.1.4	Use the decision-making grid (see 3.2.2) to select the economic theory which best fits this criteria.

Grade Level: 9

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 8: The learner will know that there is disagreement as to the role of government in the economy.

Objectives		Measures
8.2 Indicate the probable impact of specific monetary and fiscal policies upon various groups.	8.2.1	Name two kinds of policies used by government to manipulate the economy (e.g., monetary policy and fiscal policy). State which are deflationary and inflationary.
	8.2.2	Indicate whether each of the following contribute to inflation (I) or deflation (D): (D) unemployment above 6% (I) optimism (D) slow down in production (D) very little buying (I) full employment of scarce resource (I) government spending
	8.2.3	Complete tasks such as the following: If the FED wants to fight inflation, it will use a tight money policy. If it wants to bring the economy out of a recession, it would pursue an easy money policy. Tell which policy you would favor and why if you were a. trying to buy your first home. b. a retired person living on a pension. c. an automobile salesman.
	8.2.4	Select one of the following fiscal policies and describe its impact upon various groups: a. price ceilings b. an income tax cut c. an income tax increase d. a national jobs training program

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 8: The learner will know that there is disagreement as to the role of government in the economy.

Objectives	Measures
	8.2.5 Correctly complete the following: One of the reasons a government might reduce taxes is to a. slow down the rate of inflation. b. slow down the rapid rise of interest rates. c. increase consumer spending and stimulate the economy. d. help finance space exploration and a trip to the moon.

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 8: The learner will know that there is disagreement as to the role of government in the economy.

Objectives		Measures	
8.3	Identify examples of regressive, progressive, and proportional taxes; and construct arguments for and against each.	8.3.1	Complete tasks such as the following: Given a checklist of a variety of kinds of taxes, identify each as regressive, progressive, or proportional. a. food sales tax b. the federal income tax c. a tax of 2% on the assessed value of real estate
		8.3.2	Complete tasks such as the following: North Carolinians pay a sales tax on food. Explain why you are for or against this tax.
		8.3.3	Correctly complete the following statement: Those who believe that people should be taxed according to their ability to pay would most likely favor a. an excise tax. b. a general sales tax. c. a progressive sales tax. d. a residential property tax.

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 8: The learner will know that there is disagreement as to the role of government in the economy.

Objectives	Measures
	8.3.4 An income tax is considered progressive if a. the absolute tax varies directly with the income. b. the tax percentage is the same regardless of income. c. the tax percentage increases as income increases. d. the tax is used to build better roads and schools.
8.4 Explain the relationship between the levels of taxation and the volume of government goods and services provided.	8.4.1 Given an appropriate form and hypothetical wage and tax information, prepare a salary stub showing gross income and various tax deductions. List ways these tax deductions are used. 8.4.2 Given a list of buildings and places within a city and/or county, categorize those that are privately supported and those that are publicly supported. 8.4.3 Given appropriate data, compare the tax rate in nearby towns and or counties, and the extent of government services they offer.

Grade Level: 9

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 8: The learner will know that there is disagreement as to the role of government in the economy.

Objectives	Measures
8.5 Identify ways that the government regulates and influences the operation of the economy.	8.5.1 Interview a local businessman concerning effects of deregulation and write a report summarizing opinions for and/or against deregulation. 8.5.2 Collect articles from current newspapers and magazines that illustrate government intervention in the operation of private business. 8.5.3 Interview a local farmer or businessman concerning government rules which they must follow that are designed to protect the environment or human health. 8.5.4 Interview the managers of local retail businesses and compile a list of the most frequent consumer concerns and identify those which are protected by government. 8.5.5 Correctly complete the following statement: The Consumer Protection Agency is NOT designed to protect consumers from a. dangerous products. b. false advertising. c. competition among manufacturers. d. unfair business practices.

Grade Level: 9

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 9: The learner will know the function of money and financial institutions in the American economy.

Objectives	Measures
9.1 Distinguish similarities and differences among cash, checks, and credit cards.	9.1.1 List advantages and disadvantages of checking accounts.
	9.1.2 Given a list of varied purchases, indicate whether it would be better to use cash, checks, or credit cards to make each purchase, and explain why.
	9.1.3 Correctly complete the following statement: One advantage of a checking account is that it keeps a record of a. the amount we owe the bank. b. what has been spent. c. what people owe. d. all an individual's capital resources.
	9.1.4 List the advantages and disadvantages in using credit cards as opposed to cash or checks for making consumer purchases.
9.2 Describe the main purpose for, and the broad operations of the Federal Reserve System.	9.2.1 List five major tasks of the Federal Reserve System (i.e., check clearing, bank regulation and supervision, consumer legislation, printing and maintaining currency, regulating the money supply), and explain what is involved in each.
	9.2.2 Answer questions such as the following: When should the FED use an easy money policy? A tight money policy?
	9.2.3 Answer questions such as the following: What is the most important responsibility of the FED? Explain your answer.
	9.2.4 Answer questions such as the following: How are members of the FED's Board of Governors protected from political pressures (long terms in office)?

Grade Level: 9

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 9: The learner will know the function of money and financial institutions in the American economy.

Objectives		Measures
9.3 Compare the services offered to individuals and businesses by banks, credit unions, and thrift institutions.	9.3.1	List three non-bank depository institutions where you could save or borrow money (e.g., savings and loan associations, mutual savings banks, credit unions). List the major difference between these and commercial banks (e.g., commercial banks create new money by loaning more than the amount of funds deposited by customers).
	9.3.2	Visit a local bank or savings and loan association and find out the kinds of services they offer.
	9.3.3	Use the decision making grid (see 3.2.2.) to determine which financial institution offers the most desirable loan arrangements for a specific individual.
9.4 Explain the operation and role of the stock market.	9.4.1	List reasons for purchasing securities (e.g., investment, income, speculation).
	9.4.2	Given a newspaper stock market report, explain the symbols and abbreviations.
	9.4.3	Given an imaginary stock purchase, calculate the loss or gain for a determined period and construct a line graph illustrating the price fluctuations.
	9.4.4	Explain how the level of trading on the stock market reflects the state of the economy.

SOCIAL STUDIES

Grade Level: 9

Skills/Subject Area: Social Studies/ Knowledge

COMPETENCY GOAL 10: The learner will know why we live in a society governed by law.

Objectives		Measures
10.1 Infer what is likely to happen in the absence of government and/or law.	10.1.1	**Given a hypothetical situation involving the absence of one or more facets of local, state, or national government (e.g., the city police department), describe possible consequences.**
	10.1.2	**Given a hypothetical situation involving the absence of rules or specified laws (e.g., rules in a football game, all traffic laws), describe possible consequences.**
	10.1.3	**Write a letter to a friend describing life in a society without laws.**
	10.1.4	**Develop a list of ways laws affect daily activities (e.g., mind walk).**

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 10: The learner will know why we live in a society governed by law.

Objectives		Measures
10.2 Select from examples those laws that regulate behavior and those that sanction behavior.	10.2.1	**Given situations that may be improved by passage of a new law (i.e., sanctions) or the enforcement of existing laws (i.e., regulations), decide if regulations or sanctions are needed in each situation. Code (R) if regulation is needed. Code (S) if a sanction is needed. Code both (R) and (S) if both apply:** **a. There are unsanitary conditions in a meat packing plant. (R)** **b. The recreation department wants to modify the budget to expand summer recreation leagues. (S)** **c. Builders want to use a new type of particle board in constructing public buildings. (S) (R)** **d. Teachers need a sabbatical in order to study and travel. (S)** **e. New construction in the county has caused both erosion and water pollution. (R)**
	10.2.2	**When given excerpts from a legal code (i.e., building code, public school laws, public health laws, conservation laws), find examples within the code that regulate and sanction.**

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 10: The learner will know why we live in a society governed by law.

Objectives		Measures
10.3 Identify sources of authority for laws.	10.3.1	Answer questions such as the following: To what two sources of law can a judge in the United States refer? (precedent and statutory law)
	10.3.2	In a brief paragraph, explain the origins of the common law.
	10.3.3	Cite sources of statutory law.
	10.3.4	Given an appropriate case study, identify the source of authority for the decision in the case.
10.4 Evaluate costs and benefits of specific laws.	10.4.1	Interview a local merchant regarding shoplifting laws and the cost of shoplifting to the business.
	10.4.2	Rank the following crimes according to the degree of cost to society, the most costly crimes first, and tell why the crimes are ranked as they are. a. murder b. getting drunk in public c. price-fixing d. burglary e. gambling f. armed robbery
	10.4.3	Decide whether to support or oppose a proposed local ordinance, state, or federal law utilizing the decision-making model (see 3.2.2).

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 10: The learner will know why we live in a society governed by law.

Objectives	Measures
10.5 Explain general relationships between societal values and laws.	10.5.1 Given examples of local, state, or federal laws, explain the societal values reflected.
	10.5.2 Given a list of societal values, explain the extent to which these values are reflected in a specified law (e.g., North Carolina's D.W.I. law).
	10.5.3 Given a specific local, state, or federal law, explain conflicting societal values represented by the law (e.g., capital punishment, abortion, desire to reduce taxes vs. increase defense spending, cost of incarcerating individuals who commit nonviolent crimes, cost of education vs. cost of ignorance).

SOCIAL STUDIES

Grade Level: 9

Skills/Subject Area: Social Studies/ Knowledge

COMPETENCY GOAL 11: The learner will know the importance of the roles of the United States and North Carolina Constitutions.

Objectives		Measures
11.1 Explain why the National and State constitutions were created, and how they can be changed.	11.1.1	Given the Preamble to the United States Constitution, explain the reasons given for writing the Constitution.
	11.1.2	List one of the weaknesses of the Articles of Confederation, and explain how the United States Constitution attempted to overcome that weakness.
	11.1.3	Correctly complete the following sentence: For a proposed amendment to the United States Constitution to be adopted, it must be ratified by a. 2/3 of both houses of Congress. b. 2/3 of the states' legislatures. c. 3/4 of the states' legislatures. d. 3/4 of both houses of Congress.
	11.1.4	Answer questions such as the following: The North Carolina Constitution does not give the governor power to veto bills passed by the State Legislature. What circumstances caused the framers of North Carolina's first constitution in 1776 to deny the governor this power?
	11.1.5	Explain ways the Constitution has been changed that are not mentioned in the Constitution itself (e.g., legislation, court decisions, party practices, treaty-making powers).

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 11: The learner will know the importance of the roles of the United States and North Carolina Constitutions.

Objectives		Measures
11.2 Describe specific rights and liberties guaranteed by the national and state constitutions.	11.2.1	Give a persuasive speech, explaining in her/his own words the specific rights guaranteed by one of the first ten amendments to the United States Constitution, and try to convince classmates that it is the most important amendment to be retained in the Bill or Rights.
	11.2.2	Give a list of rights and freedoms, checking those in the Bill of Rights.
	11.2.3	Given appropriate case studies, describe changes in the interpretation of specific rights and liberties guaranteed by the national constitution (e.g., freedom of speech).
	11.2.4	Given a list of individual rights, prioritize the items and justify the ranking.

Grade Level: 9

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 11: The learner will know the importance of the roles of the United States and North Carolina Constitutions.

Objectives	Measures
11.3 Explain how sovereignty was divided between the national and state governments by the United States Constitution (i.e., federalism).	11.3.1 Given a list of governmental powers, categorize those powers as follows:

Delegated to the United States	Concurrent	Reserved to the States

11.3.2 Given a copy of the United States Constitution, list the powers granted to the United States government and those powers specifically prohibited to it.

SOCIAL STUDIES

Grade Level: 9

Skills/Subject Area: Social Studies/ Knowledge

COMPETENCY GOAL 12: The learner will know the structure and function of the American government under law.

Objectives	Measures
12.1 Identify levels and branches of government.	12.1.1 Correctly complete the following statement: Courts in the United States are part of the a. judicial branch of government. b. legislative branch of government. c. executive branch of government. d. none of the above.
	12.1.2 Complete a chart showing the organization of the legislative, executive, and judicial branches of the United States government.
12.2 Cite examples of executive, judicial, and legislative functions of each level of government.	12.2.1 List the primary function of each of the three branches of government.
	12.2.2 Given a list of governmental powers, categorize those powers that belong to the branches of the United States government and North Carolina government.
	12.2.3 Complete a chart illustrating the systems of checks and balances of the three branches of the United States government (or North Carolina government).
	12.2.4 List executive, legislative, and judicial officials of their local government (town, city, or county) and cite their major job responsibilities.

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 12: The learner will know the structure and functions of the American government under law.

Objectives		Measures	
12.3	Give examples of how laws at every level are made and changed by legislation, administrative action, and judicial interpretation.	12.3.1	Attend or read an account of a town or city council meeting or county commissioners meeting, and present a report to the class on actions taken by that body (e.g., zoning, tax rate, "blue laws").
		12.3.2	Given an appropriate case study, illustrate how the law was changed by judicial interpretation (Brown vs. Board of Education).
12.4	Suggest the scope and limits of individual and group influence upon law making and policy making for each level of government.	12.4.1	Given a current political issue, write a letter to a local, state, or national official voicing her/his opinion on the question (e.g., social security, education).
		12.4.2	List five pressure groups and state the major objectives and tactics of each (e.g., National Rifle Association).
		12.4.3	Given descriptions of successful and/or unsuccessful efforts by groups to influence lawmaking or policy-making, suggest the scope and limits of group influence on the process (e.g., Civil Rights Movement).
		12.4.4	Given a problem such as environmental damage, utility rates, or funding needs, suggest a strategy for getting action by official bodies.

Grade Level: 9

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 12: The learner will know the structure and functions of the American government under law.

Objectives		Measures	
12.5	Describe specific techniques used by groups and individuals to promote and defend their interests with government bodies.	12.5.1	Given appropriate case studies, describe specific techniques used by individuals to defend their interests with governmental bodies.
		12.5.2	Given readings from history and current periodicals, contrast the techniques used by feminists of the 1920s and advocates of women's liberation today.
12.6	Suggest how the legal and political system can address local, state, or national problems.	12.6.1	Given news articles reflecting a local, state, or national problem, draft a resolution or a bill intended to deal with the problem.
		12.6.2	Read or listen to a campaign speech by a candidate for local, state, or national government and list one or more problems and the solutions suggested by the candidate. Tell whether s/he agrees or disagrees and explain why.
		12.6.3	Describe ways political action committees, political parties, and pressure groups influence official governing bodies.
12.7	Propose specific areas in which government might improve services or procedures.	12.7.1	Conduct a neighborhood (or school) survey to determine degree of satisfaction with city or county services, and report findings to the class.

SOCIAL STUDIES

Grade Level: 9 Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 13: The learner will know how conflicts and disputes are addressed by the legal and political systems.

Objectives	Measures	
13.1 Propose how individuals, laws, and agencies can contribute to the resolution of specific conflicts between individuals.	13.1.1	Correctly respond to the following: Sam took his television set valued at about $150.00 to a local repairman. When he returned to pick it up ten days later, he was given a different television which worked, but was not as nice as the one he had taken in for repairs. List, in order, the different steps Sam could take to get his own television back.
	13.1.2	Given descriptions of dilemmas involving potentially illegal situations, decide whether the police should be called.
	13.1.3	Play the role of either the plaintiff, defendant, or magistrate in a small claims case.
13.2 Suggest ways individuals and groups can settle disputes in and out of court.	13.2.1	Take part in simulating a Small Claims Court settlement of a consumer grievance.
	13.2.2	Given examples of specific conflict situations, explain whether they might be resolved by chance, talks, negotiation, mediation, or arbitration.
	13.2.3	Given an appropriate problem situation, identify possible solutions and then receive feedback from an appropriate outside resource person (e.g., disputes over property lines, labor contracts, or child custody).

Grade Level: 9

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 13: The learner will know how conflicts and disputes are addressed by the legal and political systems.

Objectives		Measures	
13.3	Identify the issues in a given conflict and propose the options open to the parties in the conflict.	13.3.1	Given an appropriate legal case study, (a) list the facts in the case, (b) identify the issues, and (c) render a decision and opinion on the case.
		13.3.2	Given a description of legal or political conflict, take part in role playing one of the concerned parties in the situation clarifying the issues and exploring options for settlement of the conflict.
		13.3.3	Describe how governing bodies such as city council, county commissions, legislatures, and Congress resolve conflicts on behalf of citizens.
13.4	Describe basic principles that might be involved in seeking a solution to a given conflict.	13.4.1	Given a story involving a conflict situation, write a conclusion to the story applying the basic principle of equity or fairness (or other basic principles).
		13.4.2	Given the facts in a case, identify the basic principle involved in resolving the conflict (i.e., resolving a dispute by a fist fight would be the principle of "might makes right").
		13.4.3	Suggest solutions to a problem situation employing different principles, such as equity and fairness.

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 13: The learner will know how conflicts and disputes are addressed by the legal and political systems.

Objectives		Measures	
13.5	Evaluate the limitations of the formal legal system in settling disputes.	13.5.1	Given a hypothetical situation involving the enforcement of a rule of law, evaluate the application of the law under a variety of different circumstances.
		13.5.2	Given facts describing conflict situations, identify those which may best be resolved informally.
		13.5.3	Read articles from newspapers that deal with conflict situations and offer their solutions.
13.6	Explain how laws can create conflicting moral obligations.	13.6.1	View a current television drama (one that deals with law or law enforcement, or other appropriate drama) and explain the conflicting moral obligations faced by the central character or supporting characters.
		13.6.2	Given an appropriate dilemma involving the application of law, explain the conflicting moral obligations involved.
		13.6.3	Identify a law that conflicts with what s/he considers her/his moral obligations (e.g., child abuse, military service).
		13.6.4	Identify a character from literature or an historic figure whose moral obligations conflicted with the law.

Grade Level: 9

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 13: The learner will know how conflicts and disputes are addressed by the legal and political systems.

Objectives	Measures
13.7 **Know how political parties contribute to the resolution of problems.**	13.7.1 **When given issues facing Congress, describe the stance members of the major political parties are likely to take on each issue.**
	13.7.2 **Argue or debate an issue taking the role of a well-known person in a major political party and support the argument from the point of view of the platform of her/his political party.**

Grade Level: 9

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 14: The learner will know the roles and functions of officials and agencies in the legal and judicial system.

Objectives	Measures
14.1 **Given a problem that demonstrates the need for a law, indicate the jurisdiction of of the lawmaking body responsible (local, state, or federal).**	14.1.1 **Given a specific problem, such as regulations of interstate commerce, determine whether local, state, or federal legislative bodies would be responsible for making the law.**
	14.1.2 **Given a specific social problem that demonstrates the need for a law, indicate whether local, state, or federal lawmaking bodies should be responsible (e.g., school truancy).**
	14.1.3 **Given a list of types of laws, indicate with the appropriate symbol whether it falls within the jurisdiction of (L) local, (S) state, or (F) federal lawmaking body.** (S) a. marriage and divorce (F) b. interstate commerce (L) c. zoning (F) d. military service
14.2 **Given the description of a crime that has been committed, determine the law enforcing agency with the jurisdiction to investigate and arrest the criminal.**	14.2.1 **Given a description of an incident in which a crime has been committed, determine whether local, state, or federal jurisdiction is warranted.**
	14.2.2 **Given a listing of crimes, label each case as to whether local, state, or federal agencies would be utilized.**

Grade Level: 9

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 14: The learner will know the roles and functions of officials and agencies in the legal and judicial system.

Objectives	Measures
14.3 Given a list of individuals in authoritative positions, describe the responsibility of each in cases involving problems such as child abuse, child custody, the punishment and rehabilitation of criminals, juvenile delinquency, destruction of real and personal property, and consumer problems.	14.3.1 Given a case involving child abuse, describe in a paragraph the responsibility of each of the following: (a) parents, (b) teacher, (c) social worker, (d) police officer, and (e) judge.
	14.3.2 From the following list, select one of the individuals in a position of authority and describe her/his role in the punishment or rehabilitation of a criminal: (a) probation/parole officer, (b) corrections officer, (c) prison psychologist, and (d) vocational instructor in prison.
14.4 Given a criminal and civil court case, compare and contrast the procedures, the roles, and the jurisdiction of court officials.	14.4.1 After learning the proper terminology and viewing both a civil and criminal trial, write a paper which compares the two types of court cases.
	14.4.2 Given a list of different kinds of court cases, identify those that are civil cases and those that are criminal cases.

SOCIAL STUDIES

Grade Level: 9 Skills/Subject Area: Social Studies/ Knowledge

COMPETENCY GOAL 15: The learner will know how to function in a democratic society.

Objectives		Measures	
15.1	**Describe the relationship between rights and responsibilities.**	15.1.1	**Given a list of student rights, describe responsibilities associated with each.**
		15.1.2	**Given a specific right such as freedom of expression, describe responsible exercise of that right at school (or other circumstances).**
15.2	**State reasons for generally agreed upon procedures, and demonstrate a predisposition to follow them.**	15.2.1	**Given a listing of school rules and regulations or classroom procedures, state reasons why they are in the best interest of the school population and demonstrate a predisposition to follow the rules and procedures.**
		15.2.2	**Given a description of a hypothetical situation such as a traffic accident, state reasons for established rules and procedures and demonstrate a predisposition to follow them.**
15.3	**Display a willingness to volunteer and undertake extra responsibilities for the civic welfare at appropriate levels.**	15.3.1	**Given the opportunity, volunteer to help in a class project, for peer teaching, or in facilitating classroom activities.**
		15.3.2	**Voluntarily bring appropriate books, articles, or artifacts to share with classmates.**

Grade Level: 9

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 15: The learner will know how to function in a democratic society.

Objectives	Measures
15.4 Communicate views on public issues through personal conversations and group discussions, and demonstrate a willingness to extend this communication through such devices as letters to the editor or special interest groups and memberships.	15.4.1 Take part in a panel discussion or debate on a current local, state, or national issue. 15.4.2 Write a letter to the editor or local, state, or national elected official expressing her/his views on a current issue.
15.5 Analyze the influence of the media in a democratic society.	15.5.1 When given newspaper, radio, and television reports of a recent event, judge the accuracy of the report. 15.5.2 View telecasts from the major networks and make judgments about the bias toward/against a specific issue or candidate.
15.6 Define the (combined) worth of such individual civic contributions as voting and volunteerism.	15.6.1 Register and vote in class and student body elections. 15.6.2 Explain orally or in writing the importance of such civic responsibilities as voting. 15.6.3 Prepare a poster or taped commercial urging others to volunteer in specific situations.

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 15: The learner will know how to function in a democratic society.

Objectives		Measures	
15.7	Assume responsibility and take initiative in civic affairs.	15.7.1	Prior to a local, state, or national election, conduct a neighborhood survey regarding the degree of participation in the political process.
		15.7.2	Solicit the support of fellow classmates in carrying out a school or community project.
15.8	Develop a constructive view of public officials.	15.8.1	Complete a self-assessment survey concerning attitudes toward the police.
		15.8.2	Role play the procedure followed in making an arrest.
		15.8.3	View television drama shows involving police and courts, and cite those instances in which individual rights are violated.
15.9	Display a willingness to work to improve conditions and solve civic problems.	15.9.1	Given the opportunity, work cooperatively with classmates to improve a condition within the school (e.g., an anti-litter campaign).
		15.9.2	Given the opportunity, work cooperatively with individuals in her/his neighborhood to improve conditions.
15.10	Identify current social problems needing immediate attention.	15.10.1	Given media accounts of local, state, and national events, identify those which are symptoms of larger problems.
		15.10.2	Identify a problem or concern within the school needing attention.

Grade Level: 9

Skills/Subject Area: Social Studies/Knowledge

COMPETENCY GOAL 15: The learner will know how to function in a democratic society.

Objectives		Measures	
15.11	State her/his formal and informal rights and obligations, given a specific issue and/or problem.	15.11.1	Construct a chart on which he will categorize rights and obligations of a home, school, or community group of which he is a part.
		15.11.2	Given descriptions of a wide variety of situations, identify those which are protected from unreasonable search by the Fourth Amendment to the Constitution.
15.11	Relate local concerns to larger national and international matters	15.11.1	Given information regarding a current national or international matter, suggest how individuals or groups in the local community might be affected.
		15.10.2	Report on an item of local concern reported in community newspapers and explain how it reflects an issue of national or international concern.

SOCIAL STUDIES

Grade Level: 9 Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 1: The learner will identify problems and suggest ways of solving them.

Objectives	Measures
1.1 Recognize that a problem exists.	1.1.1 **When given facts about a problem such as a needed government service, unemployment, or credit card fraud, state the nature of the problem for specific individuals and specific groups.**
	1.1.2 **Read newspaper articles or view television newscasts and state how specific problems affect her/his community or some other group to which s/he belongs.**
1.2 Identify the viewpoint of parties to a problem.	1.2.1 **When given a problem involving government regulation of business activities (product safety, safety standards in the workplace, etc.), state the reasons for government intervention and how business interests feel about the intervention.**
	1.2.2 **When given specific examples of crimes commonly committed in North Carolina, state possible motives for the crime and how the victim, law enforcement, and society generally feel about the particular act.**
	1.2.3 **Summarize the platform of opposing candidates and political parties in a specified election.**

Grade Level: 9

Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 1: The learner will identify problems and suggest ways of solving them.

Objectives	Measures
1.3 Identify value conflicts inherent in a problem.	1.3.1 When examining a problem involving several parties (e.g., labor disputes, municipal annexation), state what is important to each party involved.
	1.3.2 When given a problem involving principles such as civil rights and justice, make judgments based on ideals agreed upon by society.
	1.3.3 Establish standards (criteria) to use in determining a worthy course of action for an individual, group, or government in a given situation.
1.4 Determine methods of finding the most reasonable solution to a problem	1.4.1 When given a problem such as an increase in consumer fraud, suggest several courses of action and public policies that may improve the situation.
	1.4.2 Suggest a limited test of a proposed solution to an existing problem such as wasted energy in public buildings.
	1.4.3 When given problems such as low voter turnout in an election, determine proven methods for getting out the vote.

SOCIAL STUDIES

Grade Level: 9 Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 2: The learner will locate and gather information.

Objectives		Measures	
2.1	Choose appropriate reference books and sources.	2.1.1	When given unfamiliar terms, use dictionaries and glossaries.
		2.1.2	Use specialized reference books and public sources to gather information about laws, economic activity, and government services.
		2.1.3	Use card catalogues and reader's guides to find information from a variety of sources.
2.2	Collect information through interviews.	2.1.1	When preparing to interview a specific person for a specific purpose, prepare appropriate questions.
		2.2.2	Report orally, or in writing, or record the interviews.
2.3	Collect information using surveys and questionnaires.	2.3.1	Prepare a questionnaire/survey either individually or cooperatively.
		2.3.2	Compile information collected with surveys and questionnaires.
2.4	Read charts, graphs, and time lines found in a variety of sources.	2.4.1	When given tables, charts, graphs, and time lines, answer specific questions using the available information.

SOCIAL STUDIES

Grade Level: 9　　**Skills/Subject Area:** Social Studies/Skills

COMPETENCY GOAL 3: The learner will evaluate information.

Objectives	Measures
3.1 Check new data against other sources for accuracy.	3.1.1 When given unfamiliar information, verify it using appropriate sources.
3.2 Identify emotional words.	3.2.1 When given a list of descriptive words, identify those which convey emotion.
	3.2.2 When given a passage or article to read, identify emotional words and phrases.
3.3 Identify evidence of propaganda.	3.3.1 When given copies of speeches and/or written passages, paraphrase the point of view.
	3.3.2 Analyze written and television advertisements used to promote a product, political candidate, or idea, and identify techniques such as "glittering generalizations", "name calling", "testimonials."
3.4 Determine completeness and inconsistencies in data.	3.4.1 Make comparisons between information on the same topic or event from different sources and point out similarities and differences.
	3.4.2 When given information about a familiar topic, make subjective judgments about the need for additional information.

SOCIAL STUDIES

Grade Level: 9 **Skills/Subject Area:** Social Studies/Skills

COMPETENCY GOAL 4: The learner will organize and analyze information.

Objectives	Measures
4.1 Organize information.	4.1.1 Take notes when reading or listening to oral presentations.
	4.1.2 Outline information, ordering major topics and subtopics.
	4.1.3 Summarize information in her/his own words.
4.2 Analyze information.	4.2.1 When given quantifiable data, construct bar graphs and circle graphs.
	4.2.2 Take available information and make inferences (i.e., look at population trends for a region and conclude that certain types of government services will be needed).
	4.2.3 When given graphs, charts, maps, and other graphic representations of data, answer specific questions requiring the use of available information.
4.3 Draw conclusions.	4.3.1 Define a problem.
	4.3.2 Examine data and make generalizations or suggest courses of action based on available information.
	4.3.3 List alternative solutions to a problem.
	4.3.4 Present evidence for both sides of an argument.
	4.3.5 When given additional information, revise generalizations, inferences, and conclusions.
	4.3.6 State criteria to use in making a decision.
	4.3.7 Make judgments about the best course of action.

Grade Level: 9

Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 4: The learner will organize and analyze information.

Objectives	Measures
4.4 Select a rational course of action.	4.4.1 Recognize and list alternative courses of action as solutions to a problem.
	4.4.2 List arguments for and against each alternative course of action.
	4.4.3 When given a list of alternative actions, predict the consequences of each.
	4.4.4 When given a list of alternatives, choose the course of action that is most likely to succeed.

SOCIAL STUDIES

Grade Level: 9 Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 5: The learner will use maps and globes.

Objectives	Measures
5.1 Orient maps and note directions.	5.1.1 When given outline maps, textbook maps, and atlases, orient them to the north.
	5.1.2 Use meridians and parallels to describe direction.
	5.1.3 Describe the relative location of two places using directional terms such as north, northeast, etc.
5.2 Locate places on maps and globes.	5.2.1 Given the names of physical features or cities, indicate location using latitude and longitude.
	5.2.2 Locate equator, tropics, poles, hemispheres, and prime meridian.
5.3 Use a scale and compute distances.	5.3.1 Given two points on a map, determine the distances between them in miles or kilometers using the scale.
	5.3.2 Compute the distances between the same points on maps of different scale.
5.4 Interpret map symbols.	5.4.1 Given the name of a political boundary or another political feature, locate it on a map.
	5.4.2 Locate cities, highways, railroads, and airports, on a variety of maps.
	5.4.3 Determine the elevation of a given point on a color, contour, or raised relief map.
	5.4.4 Locate major concentrations of natural resources.

Grade Level: 9

Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 5: The learner will use maps and globes.

Objectives	Measures
5.5 Draw inferences from maps.	5.5.1 Use maps to make inferences about reasons for the location of a city or physical feature.
	5.5.2 Use maps to make inferences about the economic activity in a region.

SOCIAL STUDIES

Grade Level: 9 **Skills/Subject Area:** Social Studies/Skills

COMPETENCY GOAL 6: The learner will have a sense of time and chronology.

Objectives	Measures
6.1 Demonstrate an understanding of the time system and calendar.	6.1.1 Compute differences between time zones.
	6.1.2 Describe or demonstrate (using a model) the relationship between earth movements and the length of a day and the passage of seasons.
	6.1.3 Use time concepts such as second, minute, decade, and century when describing events.
6.2 Demonstrate an understanding of the chronological sequence of events.	6.2.1 Compute the time between given dates.
	6.2.2 Construct a simple time line representing a series of events.

SOCIAL STUDIES

Grade Level: 9 Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 7: The learner will demonstrate growth in self-management.

Objectives		Measures	
7.1	Decrease self-centered perceptions.	7.1.1	Describe the feelings of other people in given situations.
		7.1.2	Accept the views of others including those that are dissimilar.
7.2	Decrease group-centered perceptions.	7.2.1	When describing group behavior in another culture, make statements about the behavior without making unfavorable comparisons with her/his own group.
		7.2.2	Identify standards of conduct other than those held by her/his own group.
7.3	Decrease stereotypic perceptions.	7.3.1	When given a list of statements about a particular group or individual, choose those that represent stereotypes.
		7.3.2	Spontaneously qualify statements using words such as "some," "many," "various," "often," or "sometime".
		7.3.3	When given new information on an unfamiliar group, express a willingness to reserve judgment.
7.4	Increase the ability to empathize.	7.4.1	Write a diary from the perspective of one living in another place or time.
		7.4.2	When given the views, feelings, ideas, and information about the circumstances of others, give logical reasons for their views, feelings, and ideas.
		7.4.3	When given descriptions of the actions of others, make objective judgments about how the people must feel.

Grade Level: 9

Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 7: The learner will demonstrate growth in self-management.

Objectives	Measures
7.5 Increase the ability to accept diversity.	7.5.1 Describe behavioral manifestations of diversity in another culture.
	7.5.2 Describe examples of cultural diversity within our society.
	7.5.3 When describing manifestations of cultural and behavioral diversity, use non-judgmental descriptive terms.
7.6 Increase the ability to accept change.	7.6.1 When given examples of actual or anticipated change, predict the good and bad effects.
	7.6.2 When given an example of anticipated change, formulate arguments for and against the change.
7.7 Increase the ability to resolve conflict.	7.7.1 Express her/his feelings when involved in a conflict.
	7.7.2 Listen to the concerns and feelings of others.
	7.7.3 Confine remarks and descriptions to her/his feelings and behavior.
	7.7.4 Compromise in order to reach a solution.
7.8 Resolve dilemmas.	7.8.1 When confronted with real or hypothetical situations and asked to make a judgment about the best course of action for the individuals or groups involved, explore a number of alternatives, suggest a course of action, and defend the course of action with reasons.
	7.8.2 When judging the best course of action, consider what is best for all parties involved.

SOCIAL STUDIES

Grade Level: 9 Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 8: The learner will participate in group activities.

Objectives	Measures
8.1 Participate in group activities.	8.1.1 When called upon to solve a problem or make plans with others, initiate ideas.
	8.1.2 When discussing problems or making plans, listen to the ideas of others.
	8.1.3 Compromise for the good of the group.
8.2 Engage in group decision-making.	8.2.1 Vote or make her/his wishes known in some acceptable way.
	8.2.2 Generate alternative courses of action.
	8.2.3 Anticipate consequences of group action.
	8.2.4 Suggest ways to determine if the decision is a good one.
8.3 Act upon group decision.	8.3.1 Accept and carry out assigned tasks.
	8.3.2 Support group decisions after they have been made.
	8.3.3 Accept tasks and express support when not in complete agreement.

Grade Ten: World Studies

The world studies program at the high school level offers students an opportunity to extend their understandings of significant world areas introduced in grades 5, 6, and 7. The program may be organized in various ways: historically, geographically, or by cultural regions. Whatever the organizational pattern, it is important that the world studies program treat both Western and non-Western cultures.

World history studies emphasize the origins of world civilizations and the impact of non-Western civilizations on the West and upon world culture. Beginning with the rise of social organizations among isolated peoples to the complex interdependence of the 20th century this course stresses important events, persons, and trends and their roles in history and contemporary society. Economic, social, and political developments are stressed, and each epoch studied is examined through its art, architecture, literature, music, and system of beliefs.

World geography studies provide students with an understanding of some of the major characteristics of the geographic distribution of people, resources, and human activities. Content includes principles of geography and the worldwide distribution of major features in the physical environment. General characteristics of the world's regions, the identification of regional patterns and relationships, and the interaction of physical environment and human activity are systematically studied.

World culture studies emphasize the distinguishing characteristics of the world's major cultural areas and why these characteristics exist. The institutions and traits of each culture are examined in terms of their origins, operation, and usefulness to the culture itself as well as to the general culture of the world.

Grade 10 Outline (Knowledge)

THE LEARNER WILL:

1. Know major geographical concepts as a basis for understanding the environment in which s/he lives.

2. Know significant individual events and characteristics of various historical periods.

3. Know the historic development of world governments as well as compare and contrast major contemporary political systems.

4. Compare and contrast past and present economic systems.

5. Know that all cultures possess basic social institutions (e.g., family, religion, education), though the characteristics of these institutions may differ and change over time.

6. Know that all cultures have sought to express themselves through the arts.

7. Analyze the development and effects of various religious and moral beliefs in world history.

8. Identify major philosophers and explain the significance of their ideas in the development of world history.

9. Know significant current world issues in terms of their historical development.

10. Know both the causes and effects of international conflict and the means of its resolution.

11. Know why nations have become, and are becoming, increasingly interdependent.

12. Know how scientific and technological advancements change society.

Grade 10 Outline (Skills)

THE LEARNER WILL:

1. Identify and define problems and suggest ways of solving them.

2. Locate and gather needed information.

3. Evaluate information.

4. Organize and analyze information, and draw conclusions.

5. Use maps and globes.

6. Have a sense of time and chronology.

7. Demonstrate growth in self-management.

8. Participate effectively in groups.

SOCIAL STUDIES

Grade Level: 10 Skills/Subject Area: World Studies/Knowledge

COMPETENCY GOAL 1: The learner will know major geographical concepts as a basis for understanding the environment in which s/he lives.

Objectives	Measures
1.1 Show that maps and globes are man-made representations of the features of our world coded in various ways to help us understand our world.	**1.1.1 Given a map and a globe, explain the advantages and disadvantages of each.**
	1.1.2 Given a globe, locate the various hemispheres, continents, oceans, and lines of latitude and longitude.
	1.1.3 Identify/define the following terms: **a. meridian** **b. parallels** **c. latitude** **d. longitude** **e. cartographer** **f. hemisphere** **g. prime meridian** **h. equator** **i. Tropic of Cancer** **j. Tropic of Capricorn** **k. grid** **l. scale** **m. map legend** **n. compass**
	1.1.4 Given a political and a physical map, explain the purpose of each.
	1.1.5 Given a series of maps utilizing various projections, explain the uses and differences of the various projections.
	1.1.6 On a physical map of the world, locate and identify examples of the four basic landforms.
1.2 Understand the cardinal and intermediate directions.	1.2.1 Draw a compass rose and indicate the cardinal and intermediate directions.
	1.2.2 Draw a map giving directions from the school classroom to a point of her/his choosing.
	1.2.3 Given a list of cities on a map or globe, state the direction of the cities from her/his hometown.

Skills/Subject Area: World Studies/Knowledge

COMPETENCY GOAL 1: The learner will know major geographical concepts as a basis for understanding the environment in which s/he lives.

Objectives	Measures
1.3 Know the location of important national and international geographic regions and features.	1.3.1 Given a map of the world, identify major nations and critical areas of the world, (e.g., United States, U.S.S.R., China, Middle East).
	1.3.2 Given a map of the United States, identify the individual states.
	1.3.3 On a map of the United States and/or the world, identify or locate various natural features (e.g., Great Plains, Rocky Mountains, Sahara Desert, Mediterranean Sea).
1.4 Evaluate the interrelationships among geography, economic development, and technological progress.	1.4.1 Cite examples of ways technology may overcome geographical factors that inhibit economic development.
	1.4.2 Give examples of how technological progress may provide both costs and benefits in economic terms.
	1.4.3 Identify historic or contemporary societies whose economic development was/is hindered by geographic factors.
	1.4.4 Explain what is meant by "geographic determinism" and give examples of past and present societies that support this principle.

Grade Level: 10 **Skills/Subject Area:** World Studies/Knowledge

COMPETENCY GOAL 2: The learner will know significant individual events and characteristics of various historical periods.

Objectives	Measures
2.1 Examine the factors that influenced the growth of the earliest civilization to future periods.	2.1.1 Give a usable definition of "civilization".
	2.1.2 Explain (citing examples) how early civilizations had limited control over their environment.
	2.1.3 Brainstorm: What geographic characteristics encourage the formation of civilization?
	2.1.4 Name specific "cradles" of civilization throughout the world and give reasons to support opinions as to why they appeared in that geographic area.
	2.1.5 Given a map of the world, locate the areas where these early civilizations developed (e.g., Egypt, India, China).
	2.1.6 Make charts comparing the major accomplishments of the different cradles of civilization using categories such as types of government, law codes, social structures, religious beliefs, written language, development of math, science, economy, and the arts.
	2.1.7 Write essays comparing the Code of Hammurabi and the Ten Commandments.

Skills/Subject Area: World Studies/Knowledge

COMPETENCY GOAL 2: The learner will know significant individual events and characteristics of various historical periods.

Objectives	Measures
2.2 Understand and evaluate the organization, contributions, and decline of the classical civilizations.	2.2.1 Identify and locate on a map such classical civilizations as India, China, Rome, and Greece.
	2.2.2 Compare the ways that the classical civilizations attempted to solve their common problems.
	2.2.3 Explore and compare each civilization's social structure including women's roles, class structure, effects of religion, and education process.
	2.2.4 Write an essay discussing the ways the selected ideas developed by the classical civilizations affect our lives today.
	2.2.5 List and then explain the major reasons for the decline and fall of each of these classical civilizations.

Grade Level: 10

Skills/Subject Area: World Studies/Knowledge

COMPETENCY GOAL 2: The learner will know significant individual events and characteristics of various historical periods.

Objectives	Measures
2.3 Describe and compare the dominant institutions of the Middle Ages in Western Europe.	2.3.1 Explain the meaning of "feudalism" and state how and why it began.
	2.3.2 Draw an illustration of a medieval manor and describe the class system that developed in Western Europe.
	2.3.3 Describe and evaluate the influence of the Christian Church in medieval society.
	2.3.4 Explain the decline of feudalism in Western Europe considering: strengthened power of kings, growth of towns, renewal of trade, advancement of education, and culture.
	2.3.5 In groups, discuss the following concepts of the Middle Age period: political, economic, and social structure including the influence of religion for the Byzantine Empire, the Islamic Empire, Africa, the Americas, India, China, and Japan.
	2.3.6 Write a report on the difference between the early and late Middle Ages.
	2.3.7 Write an essay setting forth the outstanding characteristics of the Middle Ages in Western Europe.

Skills/Subject Area: World Studies/Knowledge

COMPETENCY GOAL 2: The learner will know significant individual events and characteristics of various historical periods.

Objectives	Measures
2.4 Explain the social, cultural, religious, political, and economic changes that occurred in Europe between 1350 and 1600.	2.4.1 Define the term "Renaissance."
	2.4.2 List the major characteristics of the Renaissance period.
	2.4.3 State several causes and effects of the Protestant Reformation.
	2.4.4 Analyze the basic scientific achievements of the 16th and 17th centuries, citing specific men and their discoveries, and the importance of each discovery.
	2.4.5 Explain the motivations behind the voyages of the 16th century.
	2.4.6 On a map, mark and label areas explored and claimed by various explorers.
2.5 Describe and compare the development and growth of European nations.	2.5.1 Brainstorm a useful, yet inclusive, definition of the term "nation."
	2.5.2 List and evaluate the reasons for the rise of centralized power in Europe.
	2.5.3 Upon completion of class discussion, make timelines for each major European nation, showing the important events in its development and growth (e.g., revolutions, imperialism, and the industrial revolution).
	2.5.4 Define the term "New Imperialism."
	2.5.5 On a chart, list outstanding personages by nationality and major achievements in the development of their nations.

Grade Level: 10

Skills/Subject Area: World Studies/Knowledge

COMPETENCY GOAL 2: The learner will know significant individual events and characteristics of various historical periods.

Objectives	Measures
2.6 Explain important selected aspects of the growth of democracy in Britain, France, and the United States in the late 19th and 20th centuries.	2.6.1 Research the suffrage movement in Britain and write a report discussing the beginning of the movement, tactics used, and reasons for its success.
	2.6.2 Discuss the ways Britain reacted to demands for self-government from its territories.
	2.6.3 Discuss why instituting democratic reforms was more difficult in France than in Great Britain.
	2.6.4 Prepare a chart which will describe the problems faced by the United States during the early 1900s and how reformers tried to solve them.

Grade Level: 10

Skills/Subject Area: World Studies/Knowledge

COMPETENCY GOAL 2: The learner will know significant individual events and characteristics of various historical periods.

Objectives	Measures
2.7 State the causes and consequences of the two world wars and discuss the tremendous changes that have occurred throughout the 20th century world.	2.7.1 Identify the cause and effect relationships of World War I and indicate the immediate causes of the war.
	2.7.2 Role play advisors to the British government and the German government in 1938 and give a report on the prospects of victory covering such topics as military objectives and naval warfare.
	2.7.3 Describe the World War I peace settlement and some of its effects.
	2.7.4 Describe the evolution of totalitarian regimes in Russia and Germany, and the rise of militarism in Japan.
	2.7.5 Discuss the Holocaust, giving examples of violations of human rights, forced labor, concentration camps, deportation, and mass killings.
	2.7.6 On maps, locate and delineate the extent of German expansion in Europe by 1941, and Japanese expansion in Asia in the 1930s and the early 1940s.
	2.7.7 Given a list of developments which led to Allied victory in Europe and the Pacific, write one or two sentences describing the specific effects of each development.
	2.7.8 Explain the meaning and significance of the term "cold war."
	2.7.9 List the effects of World War II, including new sources of conflict, the cold war, and political and economic developments throughout the world.

SOCIAL STUDIES

Grade Level: 10 Skills/Subject Area: World Studies/Knowledge

COMPETENCY GOAL 3: The learner will know the historic development of world governments, as well as compare and contrast major contemporary political systems.

Objectives	Measures
3.1 Understand classical evolutionary influences on modern governmental systems.	3.1.1 Compare/contrast the political systems of the Ancient Greeks and Romans to modern democratic systems.
	3.1.2 Identify ideas of John Locke, Montesquieu, and Voltaire which have been incorporated in American democracy.
	3.1.3 Explain how the Magna Carta, Habeus Corpus Act, Petition of Right, and Bill of Rights contributed to the evolution of Parliamentary democracy.
3.2 Trace the evolution of a nation's government.	3.2.1 Given a particular nation, prepare a time line representing those events leading to the establishment of the existing government in that nation.
	3.2.2 Given a particular nation, prepare a report of the major events in the development of that nation's government and discuss how one event evolved from a preceding event.
	3.2.3 Suggest reasons why a particular type of government developed at a particular time and place.
3.3 Describe the structure and function of various forms of government.	3.3.1 Given a form of government, state with essential accuracy, the structure and function of that government.
	3.3.2 From a list of features that describe the structure and function of various governments, match the type of government with the appropriate descriptions.
	3.3.3 Using a continuum, locate where major forms of government would fall on a political spectrum (left to right).

Grade Level: 10

Skills/Subject Area: World Studies/Knowledge

COMPETENCY GOAL 3: The learner will know the historic development of world governments, as well as compare and contrast major contemporary political systems.

Objectives	Measures
3.4 Compare and contrast the rights of citizens in various periods of history.	3.4.1 Choosing a particular time and place in world history, explain the rights of citizens during that period.
	3.4.2 Given different forms of government, locate the seat of power within each.
3.5 Compare and contrast various forms of government in terms of their efficient performance.	3.5.1 Develop guidelines for use in determining the degree of efficiency performance of various governments.
	3.5.2 Make valid comparisons between each system with regard to: decision making, efficiency, and the protection of the rights of the citizens.
	3.5.3 Assign ranking to various forms of government based on the enumerated rights of their citizens.
3.6 Assess various means governments have for changing leadership.	3.6.1 Given a list of forms of government, and a list of various means of changing leadership within forms of government, match means of changing leadership with the corresponding form of government.
	3.6.2 Choosing a specific government, state the roles played by citizens in the leadership transition process.
	3.6.3 Demonstrate by creating a box chart, the relative benefit, stability, and citizen rights of each governmental form.

Grade Level: 10

Skills/Subject Area: World Studies/Knowledge

COMPETENCY GOAL 3: The learner will know the historic development of world governments, as well as compare and contrast major contemporary political systems.

Objectives	Measures	
3.7 Evaluate interactions of major contemporary political systems.	3.7.1	Using a box chart, develop criteria for comparing and contrasting various forms of government.
	3.7.2	Conclude and explain that political systems and economic systems address two different societal functions: how power is allocated, and how goods and services are produced and distributed.

SOCIAL STUDIES

Grade Level: 10 Skills/Subject Area: World Studies/Knowledge

COMPETENCY GOAL 4: The learner will be able to compare and contrast past and present economic systems.

Objectives	Measures
4.1 Explain basic economic terms and concepts.	4.1.1 Make a list of basic economic terms and explain each [i.e., supply and demand, barter economy, entrepreneur, cash crop, domestic system, free market (enterprise), factory system, GNP, inflation, mercantilism, corporation, scarcity].
	4.1.2 Give examples of supply and demand.
	4.1.3 Write a report on scarce economic resource(s) within a given culture. Include the means used of allocating the resource(s).
	4.1.4 Explain the basic problems of economics such as limited resources, unlimited wants, opportunity costs, what will be produced, how it will be produced, and for whom it will be produced.
	4.1.5 Given a select culture (or civilization) of the past, write a report describing how the basic economic problems of scarcity were solved.
	4.1.6 Given a particular period of World History (or civilization-culture), identify and describe the kinds of economic enterprises that were available to meet the needs of individuals as consumers, workers, producers, and investors.
	4.1.7 State the difference between "market", "command", and "traditional" economies.
	4.1.8 Discuss the basic economic goals of societies such as growth and stability.

Grade Level: 10

Skills/Subject Area: World Studies/Knowledge

COMPETENCY GOAL 4: The learner will be able to compare and contrast past and present economic systems.

Objectives	Measures
4.2 Evaluate the effects of economic interdependency.	4.2.1 Explain the term "economic interdependency."
	4.2.2 List two reasons for the existence and growing acceptance of the concept of interdependence.
	4.2.3 Write a research paper evaluating the growth of industry and its impact on an increasingly interdependent world economy.
	4.2.4 Examine in a report, the economic dependency of a particular society and determine the reasons for interdependency and suggest a solution.
4.3 Describe the major economic systems.	4.3.1 List the various kinds of economic systems.
	4.3.2 Describe in a report, the features of the following economic systems: a. capitalism b. communism c. socialism
	4.3.3 Analyze in a research paper, one of the basic economic systems (Include problems of the system and freedom of the citizens).
	4.3.4 Given characteristics of the three basic economic systems, choose and match the appropriate characteristics with the appropriate systems.

Skills/Subject Area: World Studies/Knowledge

COMPETENCY GOAL 4: The learner will be able to compare and contrast past and present economic systems.

Objectives	Measures
4.4 Compare and contrast various historical and contemporary economic systems.	4.4.1 Given examples of historical and contemporary economic systems, compare and contrast them in terms of the efficiency and economic freedom they allow their citizens.
	4.4.2 Discuss the economic status of various civilizations/cultures of the past and present.
	4.4.3 Given a select culture or civilization of the past, hold a panel discussion on their economy, including how they made a living, role of citizens, and economic problems.
	4.4.4 Make a chart showing the differences and similarities of the basic economic systems.
	4.4.5 Compare in a report the economic systems of the United States and Russia.
	4.4.6 Make valid comparisons between the major economic systems with regard to decision making, efficiency, freedom, and opportunity for citizens.
4.5 Recognize the "opportunity cost" involved in economic decision-making.	4.5.1 State and give an example of what is meant by "opportunity costs."
	4.5.2 Create a simulation or role play demonstrating the effect of alternative choices on economic decision-making.
	4.5.3 Given examples of "opportunity cost," state consistently that decisions made negate the opportunity for alternative choices.

Grade Level: 10

Skills/Subject Area: World Studies/Knowledge

COMPETENCY GOAL 4: The learner will be able to compare and contrast past and present economic systems.

Objectives	Measures
4.6 Analyze contemporary economic problems.	4.6.1 List economic problems confronting select countries today.
	4.6.2 Cite reasons for some of these problems.
	4.6.3 Write a report on selected economic problems today.
	4.6.4 Research a selected economic problem confronting a given country today, and explain steps you would take to solve the problem.
	4.6.5 Given a current economic problem of the world, cite logical reasons for the problem. Compare and contrast strategies or policies which have been proposed for its solution.

SOCIAL STUDIES

Grade Level: 10 Skills/Subject Area: World Studies/Knowledge

COMPETENCY GOAL 5: The learner will know that all cultures possess basic social institutions (e.g., family, religion, education), though the characteristics of these institutions may differ and change over time.

Objectives	Measures
5.1 Identify basic social institutions that have developed from prehistoric civilizations through the twentieth-century.	**5.1.1 Discover and explain reasons why basic social institutions were necessary for human survival and security.**
	5.1.2 Through research and oral reports, formulate reasons why the family has had basic responsibility for safety and nurture throughout history.
	5.1.3 Document through research, the validity of the statement: "Education in American society has usually been linked to social needs, at first essentially religious, then basically economic."
5.2 Explain differences in the characteristics of the basic social institutions from prehistoric civilization through modern society.	**5.2.1 List reasons for the development of differences found in the basic social institutions identified throughout history.**
	5.2.2 Trace the development of family structure during the following historical periods: a. prehistoric and early civilization b. classical civilization c. medieval civilization d. the twentieth-century

Grade Level: 10

Skills/Subject Area: World Studies/Knowledge

COMPETENCY GOAL 5: The learner will know that all cultures possess basic social institutions (e.g., family, religion, education), though the characteristics of these institutions may differ and change over time.

Objectives	Measures
5.3 Describe similarities in the functions of the basic social institutions from prehistoric civilizations through modern society.	5.3.1 Identify similarities and differences in the functions of major social institutions as studied in the various historical time periods.
	5.3.2 Using charts, show similarities and/or differences in the functions of educational systems in the various historical time periods.
	5.3.3 Explain what is meant by the "nuclear family" and suggest reasons why this is the most common pattern of organization in our society.
	5.3.4 Distinguish between patrilineal, matrilineal, patrilocal, and matrilocal societies.
	5.3.5 Distinguish between polyandry, polygamy, and polygyny.
	5.3.6 State and defend the proposition: "Most social institutions have served essentially the same functions throughout history".
5.4 Identify examples of cultural diffusion found in the social institutions that have occurred in each historical time period.	5.4.1 Define "cultural diffusion".
	5.4.2 Using examples, explain the process of cultural diffusion.
	5.4.3 Using examples, explain the probable effect on human and social development if cultural diffusion had not occurred.

SOCIAL STUDIES

Grade Level: 10 **Skills/Subject Area:** World Studies/Knowledge

COMPETENCY GOAL 6: The learner will know that all cultures have sought to express themselves through the arts.

Objectives	Measures
6.1 Understand the similarities of early people in different parts of the world by studying early literature and art.	6.1.1 Explain the importance of the following documents in describing early man: a. Gilgamesh Epic from Mesopotamia b. Old Testament from Israel c. Ramayana from India d. Book of Odes from China
	6.1.2 Discuss those aspects of the arts and literature of Mesopotamia and Egypt which show the different attitudes in the two regions toward life after death.
	6.1.3 Discuss the architectural or artistic importance of the following: a. paleolithic art found in statues and cave paintings in France b. pyramids of Egypt c. the arch and tower of the Babylonians d. hanging gardens of Babylon e. bronzeworking and silkmaking of China f. Minoan frescoes at Knossos

Skills/Subject Area: World Studies/Knowledge

COMPETENCY GOAL 6: The learner will know that all cultures have sought to express themselves through the arts.

Objectives	Measures
6.2 Understand some major differences between the Greeks and Romans in the various areas of the arts, and know important artistic developments in other parts of the world during the Classical Period.	6.2.1 List at least two sculptors, two poets, and two philosophers from Greece, and discuss the works of one of the persons mentioned.
	6.2.2 Write an essay in which you discuss the effect of Roman architecture on the rest of the world.
	6.2.3 Identify and tell the importance of three of these classical works: a. Iliad by Homer b. Antigone by Sophocles c. Aeneid by Virgil d. The Animals by Tacitus e. Parallel Lives by Plutarch
	6.2.4 Discuss the relevance of these works of art in the development of India: a. Stupas b. Writings of Kalidasa c. Ajanta cave paintings

Grade Level: 10

Skills/Subject Area: World Studies/Knowledge

COMPETENCY GOAL 6: The learner will know that all cultures have sought to express themselves through the arts.

Objectives	Measures
6.3 Understand that the Christian and Moslem religions had a profound effect on the arts in Europe in the Middle Ages while the arts were also developing in Eastern Asia at the same time.	6.3.1 Show how the Medieval Church exerted an important influence on writing in: a. The Canterbury Tales by Chaucer b. Divine Comedy by Dante c. The development of Illuminated Manuscript d. The development of Carolingian Manuscript
	6.3.2 Compare the heavy Romanesque type of European architecture used before the twelfth century with that of the more graceful Gothic style developed in the twelfth century.
	6.3.3 Explain how Islamic civilization influenced the people of Western Europe through these artistic measures: a. Church of Santa Sophia in Constantinople b. Mosques and Minarets c. The Rubaiyat by Omar Khayyam d. A Thousand and One Nights
	6.3.4 Discuss the artistic developments in China and Japan during the Middle Ages in relation to the following: a. T'ang porcelain and pottery b. Tale of Genji by Lady Murasaki

Skills/Subject Area: World Studies/Knowledge

COMPETENCY GOAL 6: The learner will know that all cultures have sought to express themselves through the arts.

Objectives	Measures
6.4 Understand that the period following the Middle Ages brought many changes which carried Europe from feudalism to modern civilization in the arts.	6.4.1 Choose three names from the following list, then name and discuss a major work of art by each. a. Leonardo da Vinci b. Michelangelo c. Titian d. Durer e. Raphael f. Rembrandt g. Rubens h. El Greco
	6.4.2 Explain the literary importance of three of these works: a. Autobiography by Cellini b. Don Quixote by Cervantes c. The Prince by Machiavelli d. Paradise Lost by Milton e. Decameron by Boccaccio
	6.4.3 Discuss the artistic merits of the palace at Versailles, and the role that the palace played as a center of culture.

Grade Level: 10

Skills/Subject Area: World Studies/Knowledge

COMPETENCY GOAL 6: The learner will know that all cultures have sought to express themselves through the arts.

Objectives	Measures
6.5 Understand that a significant result of growth of nations and the Industrial Revolution was the encouragement of literature and the arts.	6.5.1 Given the following German composers, select three and discuss one major musical contribution of each: a. Johann Sebastian Bach b. Ludwig von Beethoven c. Felix Mendelssohn d. Richard Wagner e. Johannes Brahms
	6.5.2 Discuss one literary work of three of the following, showing how the author has made use of historical facts or social problems: a. Charles Dickens b. George Eliot c. Rudyard Kipling d. Leo Tolstoi e. Victor Hugo f. H. G. Wells g. Gerhart Hauptmann h. Thomas Mann i. Boris Pasternak
	6.5.3 Mention one European writer of the period between 1700 and 1900 in each of the following fields: history, economics, government, fiction, drama, poetry, and philosophy. Discuss two outstanding ideas expressed by each.
	6.5.4 Each of the following European painters from the period between 1700 and 1900 is well-known for a special style of work. Describe it: a. Thomas Gainsborough of England b. Paul Cezanne of France c. Paul Gauguin of France d. Henri Matisse of France e. Francisco Goya of Spain f. Vincent van Gogh of the Netherlands g. Pablo Picasso of Spain

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Skills/Subject Area: World Studies/Knowledge

COMPETENCY GOAL 6: The learner will know that all cultures have sought to express themselves through the arts.

Objectives	Measures
	6.5.5 Mention five persons who contributed to the arts between 1700 and 1900.
	6.5.6 Explain why it is important to learn about a nation's art.
6.6 Understand that the twentieth-century, with its wars, depressions, and revolutions, had an impact on the arts.	6.6.1 Describe how three of the following people reflected the postwar mood of Europe: a. T. S. Eliot b. James Joyce c. Erich Remarque d. George Orwell e. Alexander Solzhenitsyn
	6.6.2 State and explain with reasonable clarity that radio, television, and the movies have had significant impact on the nation's history.
	6.6.3 Discuss the effect that new technology has had on popular music.
	6.6.4 Identify the type of art with which three of the following are identified: a. Salvador Dali b. Henry Moore c. Alexander Calder d. Frank Lloyd Wright e. Jasper Johns f. Marcel Duchamp g. Pablo Piccaso

SOCIAL STUDIES

Grade Level: 10 Skills/Subject Area: World Studies/Knowledge

COMPETENCY GOAL 7: The learner will analyze the development and effects of various religious/moral beliefs in world history.

Objectives	Measures
7.1 Examine the religious beliefs of the Hebrews.	7.1.1 Identify and/or define the following: a. Yahweh b. Torah c. Ark of the Covenant d. monotheism
	7.1.2 State and give reasons why monotheism is regarded as one of the major contributions of the Hebrews to world civilization.
	7.1.3 Explain the important role prophets played towards the preservation of Israelite civilization.
	7.1.4 Discuss the ethical world view developed by the Hebrews.

Grade Level: 10

Skills/Subject Area: World Studies/Knowledge

COMPETENCY GOAL 7: The learner will analyze the development and effects of various religious/moral beliefs in world history.

Objectives	Measures
7.2 Analyze the origin and development of the teachings of Christianity.	7.2.1 Define the following terms associated with Christianity: a. parable b. martyr c. pope d. apostles e. hierarchy f. Messiah 7.2.2 Identify the following terms and people associated with Christianity: a. Gospels b. Peter c. Paul d. Gentiles e. Nicene Creed f. Edict of Milan g. 395 AD h. Emperor Constantine i. Pax Romana 7.2.3 Write a report explaining the basic teachings of Jesus of Nazareth. 7.2.4 Explain how each of the following contributed to the spread of Christianity: a. Paul b. Roman Persecution c. unity of the Roman Empire 7.2.5 List three reasons for the widespread appeal of Christianity. 7.2.6 Compare in a chart, the Hebrew (Jewish) and Christian religions. Include basic beliefs, major leaders, holy book, and the date founded.

Skills/Subject Area: World Studies/Knowledge

COMPETENCY GOAL 7: The learner will analyze the development and effects of various religious/moral beliefs in world history.

Objectives		Measures
7.3 Understand the development of the Islam as a major world religion.	7.3.1	Locate on a map: a. Arabia b. Mecca c. Medina d. Damascus e. Baghdad
	7.3.2	Identify the following: a. Mohammed b. Koran c. People of the book d. Sunnite e. Shite
	7.3.3	Define the following: a. herjira b. mosque c. caliph
	7.3.4	Discuss the importance of Mecca to the Islamic Religion.
	7.3.5	List the five Pillars of Islamic faith.
	7.3.6	Explain the importance of the five Pillars to Islamic faith.
7.4 Discuss the origin and development of Hinduism.	7.4.1	Define Brahma, Atman, Karma, and Nirvana.
	7.4.2	Identify and tell the significance of Brahama to the Hindu religion.
	7.4.3	Discuss the importance of the caste system to Hinduism.

Grade Level: 10

Skills/Subject Area: World Studies/Knowledge

COMPETENCY GOAL 7: The learner will analyze the development and effects of various religious/moral beliefs in world history.

Objectives		Measures
7.5 Examine the teachings of Buddhism.	7.5.1	Explain the importance of the Three Baskets of Wisdom.
	7.5.2	Discuss the basic beliefs of Buddhism.
	7.5.3	Construct a chart showing the similarities and differences in Hinduism and Buddhism.
7.6 Examine the teachings of Confucius.	7.6.1	Identify the following: a. Confucius b. Filial Piety
	7.6.2	Explain the Confucian Code of Conduct.
	7.6.3	List the five basic relationships that Confucius stressed.
	7.6.4	Construct a chart showing how Confucianism affected each of the following aspects of Chinese society: a. family b. education c. government

Grade Level: 10

Skills/Subject Area: World Studies/Knowledge

COMPETENCY GOAL 7: The learner will analyze the development and effects of various religious/moral beliefs in world history.

Objectives	Measures
7.7 Compare and contrast the various world religions.	7.7.1 Construct a chart comparing Hinduism, Buddhism, Judaism, Christianity, and Islam by including: a. founder b. original location c. areas of influence d. main teachings e. sacred book
	7.7.2 Compare and contrast in a chart, Hinduism, Buddhism, Judaism, Christianity, and Islam. Include the following: a. Which religion or religions were founded by a single leader? b. Which religion originated in the same areas? c. Which religions or religions were monotheistic? d. Which religions have teachings in common?
	7.7.3 Examine the reasons for similarities and differences among the aforementioned religions.

SOCIAL STUDIES

Grade Level: 10 Skills/Subject Area: World Studies/Knowledge

COMPETENCY GOAL 8: The learner will identify major philosophers and explain the significance of their ideas in the development of world history.

Objectives		Measures
8.1 Examine the importance of Socrates', Plato's, and Aristotle's teachings.	8.1.1	Define the following: a. philosopher b. Socratic method c. The Republic
	8.1.2	Identify: a. Socrates b. Plato c. Aristotle
	8.1.3	Describe the method Socrates used to teach people to act correctly.
	8.1.4	Explain how Plato and Aristotle carried on Socrates' work.
	8.1.5	Discuss the significance of Socrates', Plato's, and Aristotle's teachings.
8.2 Understand the philosophy of Machiavelli.	8.2.1	Identify "The Prince".
	8.2.2	Discuss the advice Machiavelli gave rulers.
	8.2.3	Role play Machiavelli giving advice to a ruler.
	8.2.4	Write a paper on the significance of Machiavelli's philosophy.

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Skills/Subject Area: World Studies/Knowledge

COMPETENCY GOAL 8: The learner will identify major philosophers and explain the significance of their ideas in the development of world history.

Objectives	Measures
8.3 Examine the ideas of the great philosophers of the enlightenment period (1500-1800).	8.3.1 Identify the following: a. Thomas Hobbes b. John Locke c. Montesquieu d. Voltaire e. Rousseau
	8.3.2 Construct a chart with three columns, (a) in the first column, list Hobbes, Locke, and Montesquieu, (b) in the second column, describe the government each philosopher thought was best, and (c) in the third column, explain why each thought her/his system was best.
	8.3.3 In a written paper, analyze the following about each of the aforementioned philosophers: a. Which philosopher's ideas were most democratic and why? b. Which philosopher's ideas were least democratic and why? c. Which philosophers were most concerned with individual rights? d. Which philosopher's governmental system do you think is most like the government of the United States today? Explain.

SOCIAL STUDIES

Grade Level: 10 Skills/Subject Area: World Studies/Knowledge

COMPETENCY GOAL 9: The learner will know significant current world issues in terms of their historical development.

Objectives	Measures
9.1 Discuss and explain the development of major world issues today.	9.1.1 List several major world issues today (e.g., The Middle East, Ethiopia, Latin America).
	9.1.2 Locate select areas of conflict on a map (e.g., The Middle East).
	9.1.3 Research and discuss the historical basis for selected world problems today (i.e., The Middle East, Ethiopia, Latin America).
	9.1.4 Identify the major leaders of select problem areas in the world (e.g., The Middle East).
	9.1.5 Make a chart on a select area of conflict in the world, including the following: countries included in area, capitals, natural resources, major products, religion, type of government, and one significant fact.
	9.1.6 Make a time line showing major events (e.g., happenings) in the development of a world issue.
	9.1.7 Write a paper pretending s/he lives in an area of unrest in the world (current problem area) and relate her/his problems and describe what life is like living in such an area.

Grade Level: 10

Skills/Subject Area: World Studies/Knowledge

COMPETENCY GOAL 9: The learner will know significant current world issues in terms of their historical development.

Objectives	Measures
9.2 Discuss the importance of a current problem area to the world (or major power).	9.2.1 Write an essay on the importance of a select problem area to the world or major powers.
	9.2.2 Simulate a United Nations meeting in which they are attempting to deal with a current world issue or settle problems in an area of unrest (i.e., the Middle East problem).
	9.2.3 Write an essay on competition between the super powers for influence in a particular problem area.
	9.2.4 Simulate a meeting of the superpowers discussing a particular problem area of the world.
9.3 Analyze United States involvement in major world issues today.	9.3.1 Write a paper on United States involvement in a major world issue (e.g., the Middle East, Latin America).
	9.3.2 Debate United States military involvement in an area of unrest in the world (e.g., Latin America).
	9.3.3 Interview several local citizens to obtain their opinions on United States involvement in a particular area of unrest in the world.

SOCIAL STUDIES

Grade Level: 10　　　Skills/Subject Area: World Studies/Knowledge

COMPETENCY GOAL 10: The learner will know both causes and effects of international conflict and means of resolution.

Objectives	Measures
10.1 Explore rationally and systematically, reasons for international conflict.	10.1.1 From a list of issues, domestic and international, choose those with clearly evident international implications.
	10.1.2 Isolate major world "trouble spots" and draw conclusions as to the perceived source of the problem.
	10.1.3 Given a major issue involving international conflict, provide "pros" and "cons" of that issue.
	10.1.4 Explain satisfactorily why international conflict is usually the logical extension or escalation of peaceful efforts to solve international problems.
	10.1.5 Prepare a report tracing the history of a current international conflict.
10.2 Given appropriate information, speculate as to probable effects of international conflict and suggest alternatives.	10.2.1 Given examples of international conflict, advance in each case some means of resolution.
	10.2.2 Given previously suggested means of conflict resolutions, provide constructive criticism, giving reasons for support and/or negative opinions.
	10.2.3 From a list including potentially dangerous conflict situations among others, consistently choose those with the greatest potential for international conflict.

SOCIAL STUDIES

Grade Level: 10 Skills/Subject Area: World Studies/Knowledge

COMPETENCY GOAL 11: The learner will know that nations have become, and are increasingly becoming, interdependent.

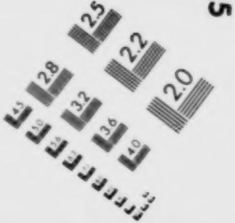
Objectives	Measures
11.1 Demonstrate the relationship between 'shrinking' world resources and increasing interdependence.	11.1.1 Generate a number of examples to support knowledge and understanding of the term "interdependence."
	11.1.2 Compare "interdependence" as it relates to families and communities with "international interdependence". Are they similar? Different? Explain.
	11.1.3 Choose shrinking world resources as one of the major reasons for growing world interdependence, and give reasons for making this choice.
11.2 Demonstrate that relationships between competing economic systems exert continuous pressure on the expressed need for interdependence.	11.2.1 Name at least three major economic systems competing for dominance in the world today.
	11.2.2 Explain the role of world trade as a leading indicator of a nation's ability to function successfully among competing economic systems.
	11.2.3 Explain what is meant by "labor intensive" as opposed to "capital intensive" industry. State which might be preferred by a third world or developing nation and why.
	11.2.4 Give examples of "first" world, "second" world, and "third" world countries. State the criteria used.

SOCIAL STUDIES

Grade Level: 10 Skills/Subject Area: World Studies/Knowledge

COMPETENCY GOAL 12: The learner will know how scientific and technological changes made a major impact on society.

Objectives	Measures
12.1 Analyze the origins and impacts of scientific and technological changes on different societies.	12.1.1 Explain the concept of "culture lag" and its implications.
	12.1.2 Advance and support with pertinent facts, opinions concerning the statement: "The United States is rapidly changing from an industrial based, to an information based society."
	12.1.3 Write a research paper tracing historically the impact of one major technological and/or scientific change on modern society.
	12.1.4 Write and/or discuss examples of scientific and/or technological changes during the: a. agricultural revolution b. scientific revolution c. industrial revolution
12.2 Demonstrate ways in which changes brought by science and technology might be systematically compared and contrasted.	12.2.1 State the means by which one might distinguish a scientific from a technological innovation in terms of what these achievements have made possible.
	12.2.2 Using a box chart, compare major scientific and technological innovations in terms of what these achievements have made possible.
	12.2.3 Given a list of scientific and technological achievements, rank these in order of most to least important, giving reasons for the ranking order.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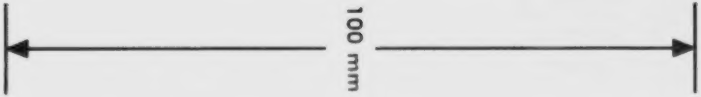

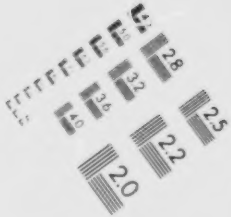
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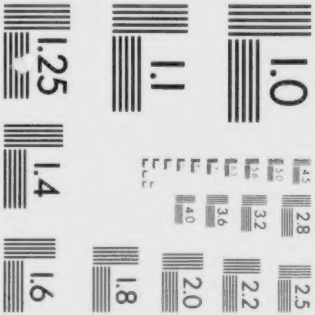
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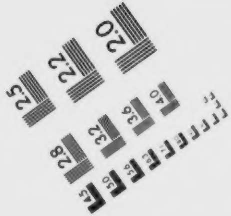
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SOCIAL STUDIES

Grade Level: 10 Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 1: The learner will identify problems and suggest ways of solving them.

Objectives	Measures
1.1 Recognize a problem exists.	1.1.1 Given information on the critical need for energy in a specific developing country, explain the conditions to be corrected.
	1.1.2 Given the facts on unrest in a specific foreign country, describe the problem in her/his own words.
1.2 Identify the viewpoints of parties to a problem.	1.2.1 When discussing the peace-keeping forces in the Middle East, describe the feelings of those who favor involvement and those who do not.
	1.2.2 Given the facts of nuclear safety, indicate the feelings of those who want a nuclear freeze and those who do not.
1.3 Identify value conflicts inherent in a problem.	1.3.1 Given the facts on deployment of nuclear weapons in Europe, identify the value conflicts inherent in the problem.
	1.3.2 Given the pro and con arguments of free trade, identify the value conflicts in high tariff proposals.
1.4 Determine methods of finding the most reasonable solution to a problem.	1.4.1 When given a problem needing a solution, research how similar problems were solved, and make judgments about the feasibility of the solution in the new situation.
	1.4.2 When given a description of a problem such as the increasing need for services for the elderly, suggest several solutions that should be tested on a limited scale.

SOCIAL STUDIES

Grade Level: 10 Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 2: The learner will locate and gather information.

Objectives	Measures
2.1 Choose appropriate reference books and sources.	2.1.1 When given unfamiliar terms, use the dictionary and glossaries.
	2.1.2 Use both primary and secondary sources to locate and record information about a specific event or person.
	2.1.3 Use card catalogues and Reader's Guides to find information from a variety of sources.
2.2 Collect information through interviews.	2.2.1 When preparing to interview a specific person for a specific purpose, prepare appropriate questions.
	2.2.2 Report orally or in writing on an interview.
2.3 Collect information using a survey and questionnaires.	2.3.1 Prepare a questionnaire/survey either individually or cooperatively.
	2.3.2 Compile information collected with surveys and questionnaires.
2.4 Read charts, graphs, and time lines in a variety of sources.	2.4.1 When given tables, charts, graphs, and time lines, answer specific questions using the available information.

SOCIAL STUDIES

Grade Level: 10 Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 3: The learner will evaluate information.

Objectives	Measures
3.1 Check new data against other sources for accuracy.	3.1.1 When given unfamiliar information, verify it using appropriate sources.
3.2 Identify emotional words.	3.2.1 When given a list of descriptive words, identify those which convey emotion.
	3.2.2 When given a passage or article to read, identify emotional words and phrases.
3.3 Identify evidence of propaganda.	3.3.1 When given copies of speeches and/or written passages identify the point of view of the speakers or writers.
	3.3.2 Analyze written and television advertisements used to promote a product, political candidate or idea, and identify techniques such as "glittering generalizations", "name calling", "testimonials."
3.4 Determine completeness and inconsistencies in data.	3.4.1 Make comparisons between information on the same topic or event from different sources, and point out similarities and differences.
	3.4.2 When given information about a familiar topic, make subjective judgments about the need for additional information.

SOCIAL STUDIES

Grade Level: 10 Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 4: The learner will organize and analyze information and draw conclusions.

Objectives	Measures
4.1 Organize information.	4.1.1 Take notes when reading or listening to oral presentations.
	4.1.2 Outline information ordering major topics and subtopics.
	4.1.3 Summarize information in her/his own words.
4.2 Analyze information.	4.2.1 When given quantifiable data, construct bar graphs or circle graphs.
	4.2.2 Take available information and make inferences (i.e., look at population trends for a region), and conclude that certain types of government services will be needed.
	4.2.3 When given graphs, charts, maps, and other graphic representations of data, answer specific questions requiring the use of available information.
4.3 Draw conclusions.	4.3.1 Examine data and make generalizations, or suggest course of action based on the information.
	4.3.2 Present evidence for both sides of an argument.
	4.3.3 Define a problem.
	4.3.4 When given additional information, revise generalizations, inferences, and conclusions.
	4.3.5 State criteria for deciding solutions to problems.
	4.3.6 Make judgments about the best course of action.

Grade Level: 10

Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 4: The learner will organize and analyze information and draw conclusions.

Objectives	Measures
4.4 Select a rational course of action.	4.4.1 Recognize and list alternative courses of action as solutions to a problem.
	4.4.2 List arguments for, and against each alternative course of action.
	4.4.3 When given a list of alternative actions, predict the consequences of each.
	4.4.4 When given a list of alternative actions, choose the alternative that is most likely to succeed.

SOCIAL STUDIES

Grade Level: 10 Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 5: The learner will use maps and globes.

Objectives	Measures
5.1 Orient maps and note directions.	5.1.1 Orient desk outline, textbook, and atlas maps correctly to the north.
	5.1.2 Use parallels and meridians in determining direction correctly.
	5.1.3 Construct simple maps which are properly oriented as to direction.
5.2 Locate places on maps and globes.	5.2.1 Locate the tropics on a world map or globe.
	5.2.2 Relate low latitudes to the equator and high latitudes to the polar areas.
	5.2.3 Use latitude and longitude to locate places on maps.
5.3 Use a scale and compute distances.	5.3.1 Determine the distance between two points using a scale of miles/kilometers.
	5.3.2 State, given maps of different scale, that a a smaller scale must be used to map larger areas.
	5.3.3 Compute the distance between two points on maps of different scale.
5.4 Interpret map symbols.	5.4.1 Recognize political symbols (e.g., capitals, boundaries).
	5.4.2 Identify elevation of a given point on a color contour and raised relief map.
	5.4.3 Use correctly the legends on maps correctly.
	5.4.4 Identify time zones.
	5.4.5 State reason for the international date line.

Grade Level: 10

Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 5: The learner will use maps and globes.

Objectives	Measures
5.5 Compare maps and draw inferences from them.	5.5.1 Given a map and a city located on it, infer what geographic factors contributed to the development of the city.
	5.5.2 Compare a political and a land farm map of the same area and make accurate inferences about the area.
	5.5.3 Given a question (e.g., population, agriculture) choose from a variety of maps the appropriate map.
	5.5.4 Given the physical detail and latitude what economic activity or living conditions are likely in a specific location on a map.
	5.5.5 Identify commonly used map projections and recognize their distortions.

SOCIAL STUDIES

Grade Level: 10 Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 6: The learner will have a sense of time and chronology.

Objectives	Measures
6.1 Demonstrate an understanding of the time system and the calendar.	6.1.1 Use correctly such definite time concepts as second, minute, decade, century.
	6.1.2 Compute time problems using the Christian system of chronology (i.e., B.C. and A.D.).
	6.1.3 Associate the month with seasons of the year in both northern and southern hemispheres.
	6.1.4 Translate dates into centuries.
	6.1.5 Mark the beginning of modern written history.
6.2 Demonstrate an understanding of the chronological sequence of events.	6.2.1 Compute the length of time between two given dates, (e.g., 605 B.C.-725 A.D.).
	6.2.2 Construct a time line representing a series of historical events.
	6.2.3 Identify the relationship, or lack of relationship, among given events occurring at about the same time in different places [e.g., (1513) Ponce de Leon--Florida; Vasso de Balboa--Central America].

SOCIAL STUDIES

Grade Level: 10 Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 7: The learner will demonstrate growth in self-management.

Objectives	Measures
7.1 Decrease in self-centered perceptions.	7.1.1 When confronted with the lifestyle of a different culture, anticipate the feelings of the people regarding intrusion of their culture by outsiders.
	7.1.2 When studying the ways of people in a different culture, accept that lifestyle and thinking as legitimate as her/his own.
7.2 Decrease in group-centered perceptions.	7.2.1 When studying the similarities and differences between another culture and her/his own, imply that no one set of standards applies to all groups.
	7.2.2 Analyze the behavior of another cultural group in terms of their basic values, instead of her/his own.
7.3 Decrease in stereotypic perceptions.	7.3.1 When reviewing a stereotyped statement, indicate there are no inferior or superior ethnic or racial groups.
	7.3.2 When confronted with a stereotyped statement, revise the statement by changing the wording("some/many" from "all/every").
	7.3.3 Indicate willingness to change perception when given more information.
7.4 Increase the ability to empathize.	7.4.1 Compose accurate diary entries or a letter for a hypothetical person from the past and/or in a distant culture.
	7.4.2 Indicate that unfamiliar behaviors of another culture are logical in terms of their patterned ways of meeting their problems.
	7.4.3 Given an example of an unfamiliar behavior, avoid any disparaging remarks.

Grade Level: 10

Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 7: The learner will demonstrate growth in self-management.

Objectives		Measures
7.5 Accept diversity.	7.5.1	Given examples of different behavior of two cultural or ethnic groups trying to meet the same problem, identify and accept the diversity.
	7.5.2	Given a comparison of two cultures, identify the diversities in both.
	7.5.3	In discussing diversity of cultures, use nonjudgmental terms to describe examples of behavioral and cultural diversity.
7.6 Accept change.	7.6.1	Given an example of revolution in a country, recognize the side effects of change.
	7.6.2	Given the study of a revolutionary (political or economic) change, evaluate the positive and negative effects of change in terms of the well being of the community or country.
7.7 Resolve conflict.	7.7.1	Given a description of a conflict, identify the interests of each party involved in the conflict.
	7.7.2	Given a description of a particular conflict, suggest ways it could be managed or resolved.
7.8 Resolve dilemmas.	7.8.1	When confronted with real or hypothetical situations and asked to make judgments about the best course of action for the individuals or groups involved, explore a number of alternatives, suggest a course of action, and defend the course of action with reasons.
	7.8.2	When judging the best course of action, consider what is best for all parties involved.

SOCIAL STUDIES

Grade Level: 10

Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 8: The learner will participate in group activities.

Objectives	Measures
8.1 Participate in group discussions and planning.	8.1.1 When called upon to solve a problem or make plans with others, initiate ideas.
	8.1.2 When discussing problems or making plans, listen to the ideas of others.
	8.1.3 Compromise for the good of the group.
8.2 Engage in group decision-making.	8.2.1 Vote or make her/his wishes known in some acceptable way.
	8.2.2 Generate alternative courses of action.
	8.2.3 Anticipate consequences of group decisions.
	8.2.4 Suggest ways to determine if decisions are good ones.
8.3 Act upon group decisions.	8.3.1 Accept and carry out assigned tasks.
	8.3.2 Support group decisions after they have been made.
	8.3.3 Accept tasks and express support when not in complete agreement.

Grade Eleven: United States History

The study of United States history at the eleventh grade is a formal historical study of the entire United States. Since studies at eighth and ninth grades have, however, dealt with much pre-Civil War history and the structure and functioning of the United States government, it is appropriate that this study emphasize the economic, social, and political developments of the twentieth century.

The study of United States history demonstrates how the past influences our own time, and suggests solutions to current problems based upon the ways and means developed by our forefathers in resolving many of these same problems. Rather than emphasizing rote learning of dates and facts, study emphasis at this grade level should center upon the understanding of historical cause and effect, as well as the concept that most significant events in history are a product of many rather than one cause. By emphasizing understanding rather than memory, instruction at this grade level will enable students to better detect historical trends, analyze seemingly complex historical movements and events, and develop a sense of history for themselves, their State, and their nation.

Finally, students at this level will learn to grasp the concept of historical interpretation. They will examine the different theories relating to cause and effect in United States history. By examining these different theories, the student will develop the critical ability to judge the merits of competing schools of historical thought. With the student's new understanding comes wisdom. Students at this level begin to understand the full meaning of their origins, and of their nation's past, and so become better citizens, both now and in the years ahead.

Grade 11 Outline (Knowledge)

THE LEARNER WILL:

1. Know important developments in American history from the pre-Columbian period through the first years of exploration and discovery.

2. Know that European nations differed in their methods of colonizing the Americas.

3. Know important aspects of life in colonial America.

4. Know cause and effect, major events, and major personalities of the Revolutionary War.

5. Know how the problems created by the Articles of Confederation led to the development of the Constitution.

6. Know major trends, events, and problems of the "new nation".

7. Know that the period of 1815-1850 was a time of both nationalism and sectionalism.

8. Know that sectionalism overcame nationalism and resulted in the Civil War.

9. Know that the Civil War and the Reconstruction of the Union affirmed the power of the national government.

10. Know about major late 19th-century industrial and business developments.

11. Know causes and events of the settlement of the west.

12. Know that the late 19th-century was a time of great social, political, and economic change and unrest.

13. Know the major causes and events contributing to American foreign policy in the period 1865-1920.

14. Know that the "time between wars" (1920-1940) was a time of isolation, disillusionment with international involvement, rapid change, economic prosperity, and despair.

15. Know major causes, events, and results of World War II.

16. Know the major events, and their causes, and effects of the foreign policy of the United States since 1945.

17. Know that the years since 1945 have been a time of great social, economic, and political change.

18. Know that the post World War II years have been a period of great technological change.

Grade 11 Outline (Skills)

THE LEARNER WILL:

1. Identify and define problems and suggest ways of solving them.

2. Locate and gather needed information.

3. Evaluate information.

4. Organize and analyze information and draw conclusions.

5. Use maps and globes.

6. Have a sense of time and chronology.
7. Demonstrate growth in self-management.
8. Participate effectively in groups.

SOCIAL STUDIES

Grade Level: 11 Skills/Subject Area: U.S. History/Knowledge

COMPETENCY GOAL 1: The learner will know important developments in American history from the pre-Columbian period of exploration and discovery.

Objectives	Measures
1.1 Locate major pre-Columbian cultures on an appropriate map of the Western Hemisphere.	1.1.1 Locate three pre-Columbian cultures on an appropriate map of the western hemisphere.
	1.1.2 Prepare a salt map of the Western Hemisphere, labeling and color-coding the location of the major pre-Columbian cultures.
	1.1.3 Prepare a chart with the following headings/columns: Pre-Columbian Culture, Area identified with, Periods of major influence, Contributions.
1.2 Identify major artistic, scientific, agricultural, and mathematical contributions of pre-Columbian cultures.	1.2.1 Choose from a list of contributions of various cultures, those associated with the pre-Columbian American culture.
	1.2.2 Write an essay identifying and assessing the major artistic, scientific, agricultural, and mathematical contributions of the various pre-Columbian cultures.
	1.2.3 Identify five major Native American culture areas of North America.
	1.2.4 Color-code a map of Central and South America locating the Aztec, Maya, and Inca cultures of the pre-Columbian period. List the artistic, scientific, agricultural, and mathematical contributions of each civilization.
	1.2.5 List major food crops developed by the Native Americans.

Skills/Subject Area: U.S. History/Knowledge

COMPETENCY GOAL 1: The learner will know important developments in American history from the pre-Columbian period of exploration and discovery.

Objectives	Measures
1.3 Describe reasons for European voyages of discovery in the 15th and 16th centuries.	1.3.1 When given a list of reasons and a list of the voyages of discovery, select the primary reason for the various voyages of discovery.
	1.3.2 Read a biography of one of the explorers and in an essay/oral report trace the events leading to the particular voyage of discovery.
	1.3.3 Prepare a chart on the voyages of exploration with the following headings: Leader, Financed by, Areas of discovery, Reasons for voyage, Impact of this voyage.
1.4 Identify the areas of European political and economic influence in the Americas as of 1700.	1.4.1 Given appropriate maps of the Americas, color-code the various areas according to the European country of influence.
	1.4.2 Trace the European influences found in America today to their sources of origin.
	1.4.3 Compare and contrast the lifestyle and occupation of British, French, and Spanish colonies.
	1.4.4 Trace the routes of European explorers from their homeland to the Americas, including the route of exploration on the continents of North and South America.
	1.4.5 Make a chart on how the three systems differed in the following: government, religion, and immigration policies.

Grade Level: 11

Skills/Subject Area: U.S. History/Knowledge

COMPETENCY GOAL 1: The learner will know important developments in American history from the pre-Columbian period of exploration and discovery.

Objectives	Measures
1.5 Describe and explain differences between Native Americans and Europeans in attitudes toward land ownership.	1.5.1 When given the different attitudes toward land ownership, give reasons for those different attitudes.
	1.5.2 Write an essay describing how a Native American might feel as he sees the white man lay claim to land.
	1.5.3 After appropriate readings and discussions, discuss the term "property ownership" in its modern context and compare that to its idea of "property ownership" among Native Americans who met the colonial settlers.
1.6 Describe how geographic features both encouraged and discouraged European exploration.	1.6.1 Give three examples of how geographic features encouraged European exploration.
	1.6.2 Give three examples of geographic features that discouraged European exploration.
	1.6.3 Trace an early voyage of exploration and describe how geographic features influenced that voyage.
	1.6.4 Chart the North American river system and explain how it encouraged European exploration.

SOCIAL STUDIES

Grade Level: 11 Skills/Subject Area: U.S. History/Knowledge

COMPETENCY GOAL 2: The learner will know that European nations differed in their methods of colonizing the Americas.

Objectives		Measures	
2.1	Describe and distinguish among Spanish, French, and British methods of colonial control.	2.1.1	When given a scenario with the theme being colonial government, identify the form of government as British, Spanish, or French.
		2.1.2	Write an essay comparing and contrasting the British, Spanish, and French methods of colonial control.
		2.1.3	Given the various methods European powers used to control their colonies, discuss the long-range significance for the mother country and for the colony.
2.2	Locate on an appropriate map, areas controlled by the British, the Spanish, and the French in 1750.	2.2.1	Make a salt map of North America, color-coding the areas controlled by the French and by the British.
		2.2.2	When given a listing of the various regions of North America, keep a diary of the journey describing the social, economic, and political differences encountered.
		2.2.3	In an imaginary journey across the width and breadth of colonial North America, keep a diary of the journey describing the social, economic, and political differences encountered.

Skills/Subject Area: U.S. History/Knowledge

COMPETENCY GOAL 2: The learner will know that European nations differed in their methods of colonizing the Americas.

Objectives	Measures
2.3 Analyze reasons for British, French, and Spanish conflicts in North America.	2.3.1 List the various reasons for British, Spanish, and French colonization of North America.
	2.3.2 Given the various reasons for French, Spanish, and British colonization of North America, predict the course of events as these colonial powers vie for control of North America.
	2.3.3 Give oral reports on European explorers, citing the reasons these explorers had for their journeys and predicting future ramifications of these efforts.
2.4 Compare and contrast British, Spanish, and French colonies in terms of location and major economic activity.	2.4.1 On an appropriate map, locate the major British and French trading centers in North America, indicating ways they are both similar and dissimilar.
	2.4.2 On an appropriate map, locate the major trading routes of the British, Spanish, and French in North America, noting ways they are both similar and dissimilar.
	2.4.3 Prepare a written report on a cargo manifest for a British and for a French merchant ship sailing from the Colonies in the 1750s.

Grade Level: 11

Skills/Subject Area: U.S. History/Knowledge

COMPETENCY GOAL 2: The learner will know that European nations differed in their methods of colonizing the Americas.

Objectives	Measures
2.5 State ways in which geography either influenced, or did not influence, colonization.	2.5.1 Given a listing of the colonies in North America, describe the influences geography had on these colonies.
	2.5.2 Compare geographic features of New England, Middle, and Southern colonies.
	2.5.3 Develop a map of a make-believe country, determining where towns, roads, parks, etc., should be located for maximum benefit.
	2.5.4 In a voyage of the mind, describe how the modern world modifies geographic features to the extent of utilizing areas not accessible to the early settlers.
2.6 State causes and results of the French and Indian War.	2.6.1 Prepare a list of causes leading to the war.
	2.6.2 Name and locate on an outline map the major battles, and note the outcome of battles during the war.
	2.6.3 Prepare a list of the "spoils of victory" for the British after the war.

Grade Level: 11 Skills/Subject Area: U.S. History/Knowledge

COMPETENCY GOAL 3: The learner will know important aspects of life in colonial America.

Objectives	Measures
3.1 Distinguish among New England, Middle, and Southern Colonies in terms of economic activities.	3.1.1 Prepare and complete a chart with the following headings: (a) Colony, (b) Major Trading Centers, and (c) Major Economic Activity.
	3.1.2 Code a map of Colonial America with the symbols of the major economic activities within those colonies.
	3.1.3 Assume roles of workers in the three colonial regions and describe what they would be doing in a typical work day.
	3.1.4 In an essay, describe the economy of the Southern Colonies, explaining how it was more conducive to the use of slavery.
	3.1.5 Analyze the impact of geography on colonial industry and agriculture.
3.2 Identify major colonial figures and evaluate their contributions to colonial life.	3.2.1 Complete a quiz matching major colonial figures with their contributions to colonial life.
	3.2.2 Prepare a written or oral report on the life and times of a major colonial figure (e.g., John Winthrop, William Penn, Roger Williams, Jonathan Edwards, Anne Hutchinson, John Smith, John Rolfe, James Oglethorpe, William Bradford, Cotton Mather, William Byrd).
	3.2.3 In a small group, reach a consensus on the (three) most important figures in the colonial period and give supporting reasons. Compare the selections of several groups.

Grade Level: 11

Skills/Subject Area: U.S. History/Knowledge

COMPETENCY GOAL 3: The learner will know important aspects of life in colonial America.

	Objectives		Measures
3.3	Compare and contrast social life and recreational activity in New England, Middle, and Southern colonies.	3.3.1	Prepare a chart by regions and give the various social and recreational activities engaged in by the colonists, citing ways in which they are similar and dissimilar.
		3.3.2	Keep a diary of an imaginary journey through the English colonies in North America, paying particular attention to the ways the colonists entertained themselves.
		3.3.3	Identify from a vocabulary list those words associated with colonial recreational and social activities. Classify the region with which the word is associated.
3.4	Distinguish between indentured servitude and slavery.	3.4.1	Describe the economic conditions in England which led people to indenture themselves and their families.
		3.4.2	Write a document of indenture.
		3.4.3	Give an oral report detailing: a. how slaves were captured b. the conditions of passage to America c. a slave auction d. a slave's rights or absence of rights d. working conditions for slaves
3.5	Identify examples of British and French conflicts in North America during the colonial period.	3.5.1	Prepare and complete a chart with these headings: (a) Date, (b) Conflict, and (c) Course, and (d) Outcome.
		3.5.2	Prepare a written report on one of the major French/British conflicts during the Colonial period.
		3.5.3	Evaluate the causes and effects of the British Victory in the French and Indian War.

Grade Level: 11

Skills/Subject Area: U.S. History/Knowledge

COMPETENCY GOAL 3: The learner will know important aspects of life in colonial America.

Objectives		Measures
3.6 Identify the various national groups that came to America during the colonial period.	3.6.1	Match ethnic groups with the areas of the country they settled.
	3.6.2	Write a report on a religion and/or custom that some national group brought with it.
	3.6.3	Evaluate the contributions of national groups on colonial life.
3.7 Distinguish between the lifestyles of the various colonial groups.	3.7.1	Prepare oral reports on each of the following groups: a. southern planters b. townspeople c. pioneer farm family d. Africans e. Indians f. frontiersmen g. Puritans h. Quakers
	3.7.2	Write a brief diary entry on the daily life of a person in each group.
	3.7.3	Prepare a brief written report on the economic and social differences in each group.

Grade Level: 11 Skills/Subject Area: U. S. History/Knowledge

COMPETENCY GOAL 4: The learner will know causes and effects, major events, and major personalities of the Revolutionary War.

Objectives	Measures
4.1 Distinguish between immediate and long-term reasons for the American Revolution.	4.1.1 Given a list of the reasons for the American Revolution, label those reasons as immediate or long-term.
	4.1.2 Prepare a time line presenting those events, both immediate and long-term, leading to the American Revolution.
	4.1.3 Analyze various immediate and long-term reasons for the American Revolutionary War and evaluate the significance of each.
4.2 Identify major events associated with the Revolutionary War.	4.2.1 Given a list of events from the Revolutionary War era, arrange those events in chronological order.
	4.2.2 Prepare a report on specified major events of the Revolutionary war era and discuss how one event necessarily evolved from a preceding event.
	4.2.3 Draw and label a time line from Lexington to the Treaty of Paris, 1783.

Skills/Subject Area: U.S. History/Knowledge

COMPETENCY GOAL 4: The learner will know causes and effects, major events, and major personalities of the Revolutionary War.

Objectives	Measures
4.3 Identify and indicate the importance of major figures of the American Revolution.	4.3.1 Read a biography or a biographical sketch of one of these personalities and give an oral report on that reading: a. Benjamin Franklin b. George Washington c. Cornelius Harnett d. Thomas Jefferson e. Thomas Paine f. Paul Revere g. Ethan Allen h. Patrick Henry i. William Howe j. John Hancock k. Charles Cornwallis l. Benedict Arnold m. Marquis de Lafayette n. John Paul Jones o. Baron Von Steuben p. Crispus Attucks
	4.3.2 On a quiz, match the achievement with the appropriate personality from the Revolutionary War era.
	4.3.3 Read "Common Sense" and discuss the major premise of the treatise.
	4.3.4 Select a figure such as Thomas Paine and evaluate his impact on American independence.

Grade Level: 11

Skills/Subject Area: U.S. History/Knowledge

COMPETENCY GOAL 4: The learner will know causes and effects, major events, and major personalities of the Revolutionary War.

Objectives	Measures
4.4 Identify factors which were the most important in the defeat of the British in the Revolutionary War.	4.4.1 List the factors leading to the defeat of the British in the Revolutionary War and evaluate the significance of each.
	4.4.2 Research the battle plans of the British in the Revolutionary War and present a classroom discussion of that plan using student prepared transparencies, charts, and maps.
	4.4.3 Prove or disprove the statement "the map defeated the British" in the American Revolution.
	4.4.4 Research the following and assess the influence each would have had on England's efforts in the Revolutionary War: a. ammunition b. food c. hostile population d. time required for Atlantic passage e. lack of a "cause" f. opinion of British people g. no ally

Grade Level: 11

Skills/Subject Area: U.S. History/Knowledge

COMPETENCY GOAL 4: The learner will know causes and effects, major events, and major personalities of the Revolutionary War.

Objectives	Measures
4.5 Discuss the importance of the Declaration of Independence.	4.5.1 Identify and explain the parts of the Declaration of Independence: a. Preamble b. A New Theory of Government c. Reasons for the Colonies to Separate from England
	4.5.2 Write a report on the political theorists whose ideas influenced the Declaration of Independence: a. John Locke b. Jean Jacques Rousseau c. Montesquieu d. Voltaire e. Diderot
	4.5.3 In an essay, analyze the role of various colonial leaders (e.g., Washington, Jefferson, Hamilton) in the formulation of the Declaration of Independence.

SOCIAL STUDIES

Grade Level: 11

Skills/Subject Area: U.S. History/Knowledge

COMPETENCY GOAL 5: The learner will know how the problems created by the Articles of Confederation led to the development of the Constitution.

Objectives	Measures
5.1 Identify the major problems of the government and economy under the Articles of Confederation.	5.1.1 List the weaknesses of the Articles of Confederation.
	5.1.2 Assume the role of a colonial manufacturer and discuss the difficulties he encountered as a result of a weak central government.

Grade Level: 11

Skills/Subject Area: U.S. History/Knowledge

COMPETENCY GOAL 5: The learner will know how the problems created by the Articles of Confederation led to the development of the Constitution.

Objectives	Measures
5.2 Understand the process of how the Constitution was written and ratified.	5.2.1 Evaluate the role each of the following played in the constitutional process. a. James Madison b. George Washington c. Alexander Hamilton d. Benjamin Franklin e. Governeur Morris f. John Jay g. Patrick Henry h. Publius
	5.2.2 Discuss the argument for and against the Constitution (the Federalist Papers) by the Anti-Federalists and the Federalists.
	5.2.3 Compare the Constitution to the Articles of Confederation in a chart showing the weakness of the Articles compared to the strength of the Constitution.
	5.2.4 Discuss and debate the role of the Bill of Rights in the ratification process.
	5.2.5 Given a choice between being a Federalist or an Anti-Federalist, select a side and convince someone else to join her/his side.
	5.2.6 Discuss in an essay the following points of the Constitution as they relate the creation of a new government: a. the Great Compromise b. the Three-fifths Compromise c. Federalist d. Anti-Federalist e. delegated powers f. reserved powers g. concurrent powers h. separation of powers i. checks and balances j. the Bill of Rights

SOCIAL STUDIES

Grade Level: 11 Skills/Subject Area: U.S. History/Knowledge

COMPETENCY GOAL 6: The learner will know major trends, events, and problems of the "new nation."

Objectives		Measures
6.1 Identify states in the Union as of 1789, 1800, and 1815.	6.1.1	On an outline map, identify states in the Union as of 1789, 1800, and 1815.
	6.1.2	List the original thirteen colonies in the sequence of their joining the Union.
	6.1.3	Look at the states in the Union as of 1802 and speculate on what would have happened had the United States not been able to purchase the Louisiana Territory.
6.2 Describe relationships with Britain and France during 1789-1815.	6.2.1	Write an essay chronicling the events in Europe and America leading to the War of 1812.
	6.2.2	Prepare a time line of events leading to the War of 1812.
	6.2.3	Given a list of events leading to the War of 1812, arrange them in chronological order.
6.3 Identify problems facing the new nation, and describe how they were solved or left unsolved.	6.3.1	List three major problems faced by the new nation (e.g., political factions, Indians, an ineffective government).
	6.3.2	Using selected readings of Hamilton and Jefferson, discuss how the philosophies of these two men led to the formation of political parties.
	6.3.3	Using appropriate maps, show how the Indians were systematically forced from the eastern part of the United States.
	6.3.4	Make a chart using the following sections: President, Term in office, and Action taken that established the power of United States Government. Restrict this chart to the first four presidents.

Grade Level: 11

Skills/Subject Area: U.S. History/Knowledge

COMPETENCY GOAL 6: The learner will know major trends, events, and problems of the "new nation."

Objectives	Measures
6.4 Describe the effects of the War of 1812 in terms of our relationships with other people.	6.4.1 Debate the issue "The United States Gained Respect from European Nations as a Result of the War of 1812."
	6.4.2 Write an essay supporting the premise that the War of 1812 ended the American Indians' chance of perpetuating their historical way of life.
	6.4.3 Identify the competing Continental System and the Orders in Council, and explain how they determined the United States involvement in the War of 1812.
	6.4.4 Select an individual who became a "hero" as a result of the war and write an essay on the process of his becoming a "hero."
6.5 Identify and describe important individuals and events that developed in the period from 1789-1815.	6.5.1 List those states and parts of states carved out of the Louisiana Purchase.
	6.5.2 Compare the cost of the Louisiana Purchase with the current value of the agricultural exports from a representative state within the boundaries of the Louisiana Purchase.
	6.5.3 Write papers defending or criticizing the arguments expressed by War Hawks such as Henry Clay, John C. Calhoun, Felix Grundy, or Thomas Hart Benton as to why we should declare war against Great Britain.
	6.5.4 In an oral report, explain the significance of people such as Alexander Hamilton, Aaron Burr, the Adams Family, James Madison, Thomas Jefferson, and Andrew Jackson.

SOCIAL STUDIES

Grade Level: 11 Skills/Subject Area: U.S. History/Knowledge

COMPETENCY GOAL 7: The learner will know that the period of 1815-1850 was a time of both nationalism and sectionalism.

Objectives	Measures
7.1 Understand the difference between sectionalism and nationalism.	7.1.1 Using examples, define in his or her own words the terms "nationalism" and "sectionalism."
	7.1.2 Given several examples of both nationalism and sectionalism, correctly identify each activity as either nationalism or sectionalism.
	7.1.3 Relate how the philosophies of the sectional representatives of the North (e.g., Daniel Webster), the South (e.g., John C. Calhoun), and the West (e.g., Thomas Hart Benton) changed on particular subjects to reflect the needs of their section.
7.2 Identify states in the Union as of 1815 and 1850.	7.2.1 On an outline map, identify those states joining the Union in the period 1815-1850.
	7.2.2 On an outline map write in the dates between 1815-1850 that various states became members of the Union.
	7.2.3 Discuss how the differences in slave policy as proposed by Wilmot, Calhoun, Polk, and Douglas determined states joining the Union.

Grade Level: 11

Skills/Subject Area: U.S. History/Knowledge

COMPETENCY GOAL 7: The learner will know that the period of 1815-1850 was a time of both nationalism and sectionalism.

Objectives	Measures
7.3 Assess the importance of the westward movement in the period 1815-1850.	7.3.1 Prepare a time line tracing the major events of the westward movement in the period 1815-1850.
	7.3.2 List the major reasons for the westward movement in the period 1815-1850.
	7.3.3 Assess the role of the following in the westward movement: a. gold b. American Indians c. Conestoga Wagon d. government policies e. private business f. immigrants g. national politics
7.4 Describe phenomena that contributed to the growth of nationalism and/or sectionalism in the period 1815-1840.	7.4.1 Given a list of internal improvements e.g., roads, canals) completed in the period 1815-1850, give the effects these improvements had on sectionalism during the period.
	7.4.2 Assume the role of a southern plantation owner and discuss what implications the invention of the cotton gin had on his economic life.
	7.4.3 Write a defense of slavery from the southern plantation owner's point of view.
	7.4.4 Write an opinion of slavery from a northern mill owner's point of view.
	7.4.5 Describe the significance of the following as they relate to nationalism/sectionalism: a. a high tariff b. the institution of slavery c. industrial development in the northeast
	7.4.6 Discuss the role of the tariff and its effect on North-South relations.

Grade Level: 11

Skills/Subject Area: U.S. History/Knowledge

COMPETENCY GOAL 7: The learner will know that the period of 1815-1850 was a time of both nationalism and sectionalism.

Objectives	Measures
7.5 Identify and state the influence that individuals had on nationalism or sectionalism in the period 1815-1850.	7.5.1 Read appropriate articles and books on these Americans and report their contributions to the class: a. Horace Mann b. Dorothea Dix c. Nat Turner d. Andrew Jackson e. John C. Calhoun f. Henry Clay g. Archibald Murphey h. James K. Polk
	7.5.2 Pair a list of accomplishments with personalities.
	7.5.3 Write newspaper articles, first as a southerner and then as a northerner, describing the events of the Nat Turner Rebellion and speculating on the probable effect the rebellion will have on that section of the nation.

Grade Level: 11

Skills/Subject Area: U.S. History/Knowledge

COMPETENCY GOAL 7: The learner will know that the period of 1815-1850 was a time of both nationalism and sectionalism.

Objectives	Measures
7.6 Compare and contrast political events or actions in terms of their influence on nationalism and/or sectionalism.	7.6.1 List the major decisions of the Supreme Court under Chief Justice John Marshall.
	7.6.2 Select from a list those items particular to the Missouri Compromise.
	7.6.3 Debate the reasoning behind the tenets of the Monroe Doctrine.
	7.6.4 Draw a line on a blank world map indicating those countries vital to American interests as established by the Monroe Doctrine.
	7.6.5 Trace the idea of nullification by writing papers on the following topics that deal with nullification: a. Virginia and Kentucky Resolutions b. Hartford Convention c. South Carolina Exposition and Protest d. South Carolina Secession
	7.6.6 Discuss the Compromise of 1850 in terms of its influence on nationalism and/or sectionalism.

SOCIAL STUDIES

Grade Level: 11 Skills/Subject Area: U.S. History/Knowledge

COMPETENCY GOAL 8: The learner will know that sectionalism overcame nationalism and resulted in the Civil War.

Objectives	Measures
8.1 On a map of the United States, identify those states classified as slave states and free states in 1860.	8.1.1 On a blank map of the United States, color gray the slave states as of 1860 and color blue the free states as of 1860.
	8.1.2 Given a list of states as of 1860, correctly identify them as either "free" or "slave " states.
	8.1.3 Give individual reports on border states that were pulled in both directions in their legislatures' decision on the slave state or free state issue.
	8.1.4 List in order the states that joined the Confederacy.
8.2 Identify events or crises leading to the secession of the Confederate States of America.	8.2.1 On a time line, trace the important events leading to the secession of states that formed the Confederate States of America.
	8.2.2 Given a list of events leading to the secession of the Confederate States of America, arrange them in chronological order.
	8.2.3 Evaluate the effect of the "Dred Scott Decision" in cancelling many of the compromises reached before the Civil War.
8.3 Describe how international involvement contributed to the addition of new territories to the United States.	8.3.1 Color code the new territories added to the United States by 1860 as a result of international involvement.
	8.3.2 Write an essay assessing the impact of new territories on sectionalism and nationalism.
	8.3.3 Present reports on important events leading to the Civil War, and assess the relative importance of that particular event in contributing to sectionalistic feelings.

Grade Level: 11

Skills/Subject Area: U.S. History/Knowledge

COMPETENCY GOAL 8: The learner will know that sectionalism overcame nationalism and resulted in the Civil War.

Objectives	Measures
8.4 Describe the phenomenon of Manifest Destiny.	8.4.1 Define in her/his own words the concept "Manifest Destiny."
	8.4.2 Discuss whether or not Manifest Destiny is alive and well in the modern United States.
	8.4.3 Read selected articles and books on these issues and prepare an oral report for classroom presentation: a. the building of railroads b. the Mexican War c. interest in Oregon d. attitudes toward and treatment of American Indians e. the Gold Rush
	8.4.4 Color code a map showing the land the United States gained from Mexico as a result of the Mexican War.

Grade Level: 11

Skills/Subject Area: U.S. History/Knowledge

COMPETENCY GOAL 8: The learner will know that sectionalism overcame nationalism and resulted in the Civil War.

Objectives	Measures
8.5 Describe the influence of slavery as an issue in the opening of the West.	8.5.1 In an essay, discuss the role slavery played in the major events from 1815-1850.
	8.5.2 Take an antislavery stand and assess the impact of the following on that cause: a. the Mexican War b. the Compromise of 1850 c. the Kansas-Nebraska Act d. the building of the transcontinental railroad e. the admission of western states to the Union
	8.5 3 Prepare an oral report on John Brown.
	8.5.4 Write a paragraph about "Bleeding Kansas."
	8.5.5 Determine why California came into the Union before the creation, and admission of many states to her east.

Grade Level: 11

Skills/Subject Area: U.S. History/Knowledge

COMPETENCY GOAL 8: The learner will know that sectionalism overcame nationalism and resulted in the Civil War.

Objectives	Measures
8.6 Understand the importance of selected personalities and events just before the Civil War.	8.6.1 On a matching test, correctly pair personalities and/or events with statements of their significance: a. Harriet Tubman b. the Underground Railroad c. John Brown d. the Dred Scott Decision e. William Lloyd Garrison and "the Liberator" f. Hinton Rowan Helper g. the Lincoln-Douglas Debates h. the Republican Party i. Harriet Beecher Stowe
	8.6.2 Read the Dred Scott Decision and discuss its significance.
	8.6.3 Keep an imaginary diary chronicling the stops and adventures on the underground railroad.
	8.6.4 As William Lloyd Garrison, write a short article attacking the institution of slavery.
	8.6.5 Trace the birth and development of the Republican Party.
8.7 Understand economic factors that led to the Civil War.	8.7.1 Distinguish the different needs required by the agricultural South and the industrial North.
	8.7.2 Color code a map of the United States indicating the chief economic activity in each state.
	8.7.3 Evaluate the importance of the economic factors leading to the Civil War.

SOCIAL STUDIES

Grade Level: 11 Skills/Subject Area: U.S. History/Knowledge

COMPETENCY GOAL 9: The learner will know that the Civil War and the Reconstruction of the Union affirmed the power of the national government.

Objectives	Measures
9.1 Understand how states divided along sectional lines.	9.1.1 On a blank map of the United States, color code states at the beginning of the Civil War as either Union, Confederate, or Border states.
	9.1.2 Make a list of the states in the United States at the beginning of the Civil War and designate them as Union, Confederate, or Border states.
	9.1.3 Speculate on the reasons for the alignment of states at the beginning of the Civil War.
9.2 Understand the causes of the Civil War as immediate and long-term.	9.2.1 Given a list of causes of the Civil War, identify them as immediate or long-term: a. slavery b. tariff c. control of Congress d. election of Abraham Lincoln
	9.2.2 Assuming the role of either a slave or a slave owner, give a report expressing her/his feelings about slavery.
	9.2.3 Debate the pros and cons of a protective tariff.

Grade Level: 11

Skills/Subject Area: U.S. History/Knowledge

COMPETENCY GOAL 9: The learner will know that the Civil War and the Reconstruction of the Union affirmed the power of the national government.

Objectives	Measures
9.3 Recognize the significance of important political/military events related to the Civil War.	**9.3.1 Read the Emancipation Proclamation and assess its impact on the Civil War.**
	9.3.2 Take the position of a visitor from Mars and report to her/his superiors the following events, predicting the importance of each: a. the election of Abraham Lincoln b. the firing on Fort Sumter c. the blockade of Confederate ports d. the clash of the Monitor and the Virginia (Merrimack) e. the Emancipation Proclamation f. the New York draft riots g. the battle of Gettysburg

Grade Level: 11

Skills/Subject Area: U.S. History/Knowledge

COMPETENCY GOAL 9: The learner will know that the Civil War and the Reconstruction of the Union affirmed the power of the national government.

Objectives	Measures
9.4 Distinguish similarities and differences between presidential and congressional plans for reconstructing the South.	9.4.1 List the major components of the presidential and congressional plans for reconstruction as they relate to: a. former slaves b. readmission of former Confederate states to the Union c. punishing the former Confederacy for having waged war on the United States d. preserving the power of the Republican Party
	9.4.2 Write three editorials. One will support the Radical Republican plan for reconstruction, the second will support a Southern plan, and the third will spell out a moderate plan.
	9.4.3 Prepare short reports on radical Republican leaders of the Congress (e.g., Stevens, Sumner).
	9.4.4 Prepare mock-Senate speeches in support of the Radical Republicans' plan, a Southern plan, and a moderate plan.

Grade Level: 11

Skills/Subject Area: U.S. History/Knowledge

COMPETENCY GOAL 9: The learner will know that the Civil War and the Reconstruction of the Union affirmed the power of the national government.

Objectives	Measures
9.5 Describe the effects of Reconstruction on the South.	9.5.1 Draw a cartoon depicting the typical Southern opinion of the Republican Party shortly after reconstruction.
	9.5.2 Prepare oral reports on the following topics: a. Freedman's Bureau b. Black Codes c. Ku Klux Klan d. Carpetbaggers e. Scalawags f. 13th, 14th, 15th Amendments
	9.5.3 Write an editorial for a Southern newspaper during Reconstruction, outlining reasons for the Southern bitterness toward the Republican Party.
	9.5.4 Prepare reports on significant figures of Reconstruction.
	9.5.5 Compare and contrast ways the industrial and agricultural output of the South changed after the Civil War.

Grade Level: 11 Skills/Subject Area: U.S. History/Knowledge

COMPETENCY GOAL 10: The learner will know major late 19th-century industrial and business developments.

Objectives	Measures
10.1 Identify the types of business organizations that developed after the Civil War.	10.1.1 Given appropriate information defining single proprietorship, partnership, corporation, and monopoly, survey local businesses and classify them as to organizational type.
	10.1.2 Given the types of business organizations, give the advantages and disadvantages of each type of organization.
	10.1.3 Interview an officer in a public monopoly and report back to class the reasons given by that officer to justify the monopoly.
	10.1.4 Identify the reasons monopolies and trusts developed in the late nineteenth and early twentieth-centuries.
10.2 Identify the importance of technological advances made in the late 19th-century.	10.2.1 Prepare a time line incorporating the inventions and technological advances impacting on the late 19th-century.
	10.2.2 Prepare a list of inventors of the late 19th-century, giving the date and technological advance contributed by each.
	10.2.3 Assess the importance of the following inventions and technological advances: a. Bessemer process b. Drake's oil well c. Otis elevator d. air brakes e. dynamo

Grade Level: 11

Skills/Subject Area: U.S. History/Knowledge

COMPETENCY GOAL 10: The learner will know major late 19th-century industrial and business developments.

Objectives	Measures
10.3 Understand the impact that industrialism and immigration had on American cities from 1820-1900.	10.3.1 Given a map of a typical United States city in 1820, and that same city in 1900, identify changes brought about by industrialism and those brought about by immigration. 10.3.2 Identify: a. tenements b. Jane Addams c. Upton Sinclair d. Ellis Island e. the Golden Door 10.3.3 Understand the reason for immigration and the way each of the following changed the American city: a. Irish b. Italians c. Eastern Europeans 10.3.4 Prepare oral reports on the following topics: a. women's suffrage b. expansion of education c. expansion of journalism d. new trends in architecture e. shorter work-week and the expansion of recreation 10.3.5 Prepare a report on the impact that the Chinese immigrants had on the West Coast during the expansion of railroads.

Grade Level: 11

Skills/Subject Area: U.S. History/Knowledge

COMPETENCY GOAL 10: The learner will know major late 19th-century industrial and business developments.

Objectives	Measures
10.4 Identify major late 19th-century industrial centers of the United States.	10.4.1 Given a United States map depicting 19th-century America, locate the major industrial centers in the United States.
	10.4.2 Locate on a map of the United States major sources of resources used in the 19th-century and explain how they affected the growth of industrial centers.
	10.4.3 List several problems faced by immigrants before they were assimilated into American industry.
10.5 Understand the importance of the entrepreneur in the development of the American economy during the latter half of the 19th-century.	10.5.1 Identify the contribution of each of the following in the development of American industry: a. John D. Rockefeller b. Andrew Carnegie c. J.P. Morgan d. James B. Duke e. Cornelius Vanderbilt
	10.5.2 Explain how the growth of great wealth affected the following: a. the political process b. development of cultural arts c. development of education institutions d. development of liberalism and protest movements
	10.5.3 Read the biographies of the great industrialists of the 19th-century and prepare book reports.

Grade Level: 11

Skills/Subject Area: U.S. History/Knowledge

COMPETENCY GOAL 10: The learner will know major late 19th-century industrial and business developments.

Objectives	Measures
10.6 Understand major political developments between 1865-1900.	10.6.1 Identify the following in terms of political development in the late 19th-century: a. "waving the bloody shirt" b. Radical Republican c. election of 1876 d. Grand Army of the Republic e. impeachment of President Johnson f. Democratic control of the South g. Boss Tweed h. scandals in Grant's administration
	10.6.2 List reasons why the Republicans were able to control the presidency during much of this period.
	10.6.3 Write an essay explaining why Mark Twain called this period of history "the Gilded Age."

Skills/Subject Area: U.S. History/Knowledge

COMPETENCY GOAL 10: The learner will know major late 19th-century industrial and business developments.

Objectives	Measures
10.7 Understand major economic developments between 1865-1900.	10.7.1 Define the following terms:
	a. corporation b. trust c. financial capital d. mergers
	10.7.2 Identify the following terms as they relate to business development of this period and evaluate their impact on the future of the United States:
	a. Interstate Commerce Act
	b. Sherman Anti-Trust Act
	c. stock watering
	d. financial panics
	e. factors of production (land, labor, capital, management)
	10.7.3 Evaluate the impact these developments had on the United States.

SOCIAL STUDIES

Grade Level: 11 Skills/Subject Area: U.S. History/Knowledge

COMPETENCY GOAL 11: The learner will know causes and events of the settlement of the West.

Objectives	Measures
11.1 Know the importance of railroads in the settlement of the west.	11.1.1 Describe orally or in writing the advantages and disadvantages of the railroad when compared to other forms of transportation used in the period such as horse-drawn wagons and river transportation.
	11.1.2 On appropriate maps, locate major rail centers, railway lines, and towns and cities accessible by rail.
	11.1.3 Write a paper describing how a region or city would be different if it had a rail line (when none was present), or how a region or city would be different if the railroad were taken away.
	11.1.4 Locate the following railroads on a map: a. Union Pacific b. Southern Pacific c. Northern Pacific
	11.1.5 Identify the role of the following in the building of a railroad to the West: a. Chinese workers b. Cattle towns c. James J. Hill d. Promontory Point
11.2 Know conditions faced by farm families as they settled the West.	11.2.1 Describe how farm families in the West coped with harsh weather, hostile neighbors, and the acquisition of food and other necessities.
	11.2.2 Compare and contrast living conditions for western settlers with farm families and city dwellers living in the East.
	11.2.3 Write a short story describing the day-to-day life of a family that has left the East to homestead in the West.

Grade Level: 11

Skills/Subject Area: U.S. History/Knowledge

COMPETENCY GOAL 11: The learner will know causes and events of the settlement of the West.

Objectives	Measures
11.3 Know the major reasons for various groups moving west.	11.3.1 When given the names of groups such as Mormons, Blacks, and Chinese, either give reasons for their settlement in the West or select appropriate reasons for settlement by each group from a predetermined list.
	11.3.2 Prepare oral reports on groups (e.g., Mormons, Chinese, homesteaders) detailing their reasons for moving west.
	11.3.3 Report on information from reading a passage in one of the following books: Laurel Ingles Wilder--Little House on the Prairie series Ole Rolvaag--Giant in the Earth Willa Cather--My Antonia Rose Wilder--Let the Hurricane Roar Hamlin Garland--Main Traveled Roads A Son of the Middle Border

Grade Level: 11

Skills/Subject Area: U.S. History/Knowledge

COMPETENCY GOAL 11: The learner will know causes and events of the settlement of the West.

Objectives	Measures
11.4 Know the impact that settlement in the West had upon native American Indians.	11.4.1 When given examples of early Indian activity, list and describe orally, or in written form, changes in American Indian culture after settlement of the white man.
	11.4.2 Describe from the perspective of the Indian, how s/he felt about pioneer settlements in the West.
	11.4.3 Identify the following in the context of Indian resistance to white settlement of the West: a. Crazy Horse b. Little Big Horn c. Sitting Bull d. Chief Joseph e. Bureau of Indian Affairs f. Wounded Knee g. destruction of the buffalo h. Dawes Act
	11.4.4 When given a list of possible motives for settlement, and for Indian resistance to settlement, evaluate the worthiness of each motive.
	11.4.5 Prepare oral or written reports from a reading list of books that express the Indians' perspective on the westward movement.

Grade Level: 11

Skills/Subject Area: U.S. History/Knowledge

COMPETENCY GOAL 11: The learner will know causes and events of the settlement of the West.

Objectives	Measures
11.5 Know the role of prominent women and men in the settlement of the West.	**11.5.1 Describe the notable activities and/or contributions of individuals prominent in the settlement of the West.** **11.5.2 Rate the significance of individual achievements using a rating scale, and support the rating with a paragraph describing why the individual and/or her/his accomplishments were or were not significant.** 11.5.3 Read and report on the lives of such persons as: a. Colonel George Custer b. Crazy Horse c. Sitting Bull d. Wyatt Earp e. Jesse James f. William F. Cody
11.6 Understand the role of the Cattle Kingdom in reality and myth.	11.6.1 Identify the following events and people: a. Joseph McCoy b. long drive c. open range d. barbed wire e. cattle towns f. dime novel g. Blizzard of 1885-86 11.6.2 Write an essay explaining the myth of the cowboy, and how television and the movies have perpetuated it.

SOCIAL STUDIES

Grade Level: 11 Skills/Subject Area: U.S. History/Knowledge

COMPETENCY GOAL 12: The learner will know that the late 19th-century was a time of great social, political, and economic change and unrest.

Objectives	Measures
12.1 Evaluate relationships between government and business in the late 19th-century, identifying laws or government policies which encouraged the development of large corporations.	12.1.1 Evaluate the impact of the following governmental policies on business: a. high tariffs b. lower taxes for businesses c. laissez-faire d. free land to the railroads
	12.1.2 Discuss the following: a. business control of the United States Senate b. big business involvement in the elections of 1888 and 1896 c. J.P. Morgan bailout of the U.S. government in the gold crisis d. government intervention in favor of big business in labor strikes
	12.1.3 Define the term "trust" and list several trusts in operation during the late 19th-century.

Grade Level: 11

Skills/Subject Area: U.S. History/Knowledge

COMPETENCY GOAL 12: The learner will know that the late 19th-century was a time of great social, political, and economic change and unrest.

Objectives	Measures
12.2 Describe the important results of late 19th-century immigration.	12.2.1 Prepare a chart listing the country of origin and the number of immigrants coming from each country to the United States. 12.2.2 List the reasons for the flood of immigrants entering the United States in the late 19th-century. 12.2.3 Define the term "melting pot" and decide if the United States is still a melting pot. 12.2.4 Discuss the effect of immigration on the following: a. effect of cheap immigrant labor on development of labor unions b. difference between old immigrants (northern and western Europe) and new immigrants (southern and eastern Europe) c. politics in the big cities

Grade Level: 11

Skills/Subject Area: U.S. History/Knowledge

COMPETENCY GOAL 12: The learner will know that the late 19th-century was a time of great social, political, and economic change and unrest.

Objectives	Measures
12.3 Understand the causes, events, and effects of the agrarian revolt.	12.3.1 Discuss a "typical" day on a 19th-century farm and generalize about the quality of life for this typical farmer.
	12.3.2 List the causes and effects of the agrarian revolt.
	12.3.3 Compare and contrast efforts of farmers to improve their lot (e.g., Grange, Populism) in terms of methods, successes, and failures.
	12.3.4 Discuss the problems facing farmers in the late 19th-century based upon the following: a. overproduction b. high farm costs c. high interest rates d. falling farm prices
	12.3.5 Discuss the following efforts of farmers to improve their situation: a. the Grange b. the Supreme Court Case--Munn vs Illinois (1877) c. the Interstate Commerce Act d. the Greenback Party

Skills/Subject Area: U.S. History/Knowledge

COMPETENCY GOAL 12: The learner will know that the late 19th-century was a time of great social, political, and economic change and unrest.

Objectives	Measures
12.4 Evaluate the importance of efforts of labor to organize into unions.	12.4.1 Write an essay detailing the following: a. conditions of work b. early attempts to organize labor c. industrial and business leaders opposition d. state and national government responses to the union movement
	12.4.2 Discuss a specific industry (e.g., textile) as to number of hours worked, pay, child labor, housing, and safety factors, and compare that industry to a similar industry today.
	12.4.3 Identify the following in reference to the history of the labor movement in the United States: a. Molly Maguires b. Homestead Strike c. Pullman Strike d. Anthracite Coal Strike e. Knights of Labor f. development of AFL
	12.4.4 Discuss the following issues as they relate to the rise of labor unrest: a. mechanization b. effects of railroads c. the business cycle and unemployment d. low wages/long hours

Grade Level: 11

Skills/Subject Area: U.S. History/Knowledge

COMPETENCY GOAL 12: The learner will know that the late 19th-century was a time of great social, political, and economic change and unrest.

Objectives	Measures
12.5 Evaluate the influence of the Progressive Movement.	12.5.1 Discuss the Progressive Movement in relation to its: a. leaders b. reasons for occurring c. program of the movement d. influence today
	12.5.2 Identify: a. Robert LaFollette b. reform c. progressive d. Grange e. monopoly f. temperance g. muckrakers h. Northern Securities Case
	12.5.3 Evaluate the conservation movement in terms of the following: a. role of Theodore Roosevelt b. development of national parks and national forests c. preservation of natural resources
	12.5.4 Identify the following: a. the Australian Ballot b. Women's Christian Temperance Union c. the Seventeenth and Nineteenth Amendments d. the direct primary

Skills/Subject Area: U.S. History/Knowledge

COMPETENCY GOAL 12: The learner will know that the late 19th-century was a time of great social, political, and economic change and unrest.

Objectives	Measures
	12.5.5 Discuss, after appropriate readings, the following with regard to "economic excesses" of the late 19th-century: a. the Sherman Anti-Trust Act b. Theodore Roosevelt's Program of Conservation c. the "muckrakers" d. the financial panic of 1893
	12.5.6 Discuss, after appropriate readings, the following with regard to "political corruption" of the late 19th-century: a. the assassination of James Garfield b. the "salary grab" c. the Credit Mobilier Scandal d. the "Whiskey Ring" e. the Tweed Ring--William M. Tweed

SOCIAL STUDIES

Grade Level: 11 Skills/Subject Area: U.S. History/Knowledge

COMPETENCY GOAL 13: The learner will know major causes and events of American foreign policy in the period 1865-1920.

Objectives	Measures
13.1 Describe how imperialism influenced United States foreign policy at the turn of the century.	13.1.1 When presented with an appropriate scenario from the Spanish American War, identify that action as imperialistic.
	13.1.2 Read several newspaper articles from that period and assess the influence of those newspapers on public opinion.
	13.1.3 After developing a working understanding of the concepts of imperialism and isolationism, trace United States foreign policy from 1865 to 1920.
	13.1.4 Evaluate the rise of the United States as a world power in terms of the following: a. Spanish American War b. Open Door Policy in China c. building of the Panama Canal d. Great White Fleet e. Treaty of Portsmouth ending the Russo-Japanese War

Grade Level: 11

Skills/Subject Area: U.S. History/Knowledge

COMPETENCY GOAL 13: The learner will know major causes and events of American foreign policy in the period 1865-1920.

Objectives	Measures
13.2 Locate on a map general areas held in colonial control by the United States in 1910.	13.2.1 On a world map of 1910, color red those areas held in colonial control by the United States.
	13.2.2 Prepare and complete a chart with the following headings: a. United States Colonial Possession b. Previous Status c. How Acquired d. Date Acquired e. Major Leader f. Current Status
	13.2.3 After appropriate research, write a newspaper article on a particular colonial possession becoming a United States territory.
13.3 Evaluate United States conduct as an imperial power.	13.3.1 After appropriate research, debate the pros and cons of American imperialism.
	13.3.2 On a current world map of the 1980s, color blue those areas still under jurisdiction of the United States.
	13.3.3 Write an essay from the position of a citizen of a colonial possession, describing her/his feelings about the United States' control of her/his country.
	13.3.4 Using a box chart, compare the rights of inhabitants of United States territories with those of United States citizens.

Grade Level: 11

Skills/Subject Area: U.S. History/Knowledge

COMPETENCY GOAL 13: The learner will know major causes and events of American foreign policy in the period 1865-1920.

Objectives	Measures
13.4 State reasons why the United States proposed to remain neutral during World War I.	13.4.1 Prepare an argument for the United States remaining neutral in World War I.
	13.4.2 Playing the role of Woodrow Wilson, prepare and deliver a radio address on the reasons for American neutrality.
	13.4.3 From a list of reasons and non-reasons, choose the reasons for United States neutrality in World War I.
	13.4.4 After review, compare the President Washington neutrality speeches with those of Woodrow Wilson.
13.5 Describe reasons why the United States entered World War I.	13.5.1 List the immediate and long-term reasons for the United States entering World War I.
	13.5.2 Present an oral report on the assassination of Archduke Francis Ferdinand and its significance.
	13.5.3 Present oral reports on the Zimmerman note, unrestricted submarine warfare, and United States propaganda.
	13.5.4 Write an editorial about the sinking of the Lusitania and predict a probable outcome of such an act.

Grade Level: 11

Skills/Subject Area: U.S. History/Knowledge

COMPETENCY GOAL 13: The learner will know major causes and events of American foreign policy in the period 1865-1920.

Objectives	Measures
13.6 Evaluate the effects of World War I on the United States and Europe.	13.6.1 After research on Russia's role in World War I, write a report on the Bolshevik Revolution, giving background information, leaders, causes, and political changes.
	13.6.2 Stage a "Big Four" meeting and write the settlement terms for World War I. The terms will then be compared to the Treaty of Versailles.
	13.6.3 Cite examples to show the effects of World War I on progressivism.
	13.6.4 Cite examples to show the effects of World War I on American attitudes toward Europe.
	13.6.5 List the sacrifices civilians made to the war efforts.
13.7 Assess the impact of the United States' retreat into isolation at the end of World War I.	13.7.1 Define "isolationism."
	13.7.2 List reasons for United States isolationism following World War I.
	13.7.3 Identify the North/East Committee and the League of Nations.
	13.7.4 Speculate on the probable causes of the rise of European dictatorships after World War I, paying particular attention to the foreign policy of the United States.

Grade Level: 11

Skills/Subject Area: U.S. History/Knowledge

COMPETENCY GOAL 13: The learner will know major causes and events of American foreign policy in the period 1865-1920.

Objectives	Measures
13.8 Understand the military role of the United States in World War I.	13.8.1 Understand the significance of the following in the military history of World War I: a. convoy system b. 1918 German Offensive c. Chateau Therry d. doughboys e. Argonne Forest f. airplane 13.8.2 Know the significance of the following concerning the peace treaty: a. Fourteen Points b. Idealism of Woodrow Wilson c. The Big Four d. League of Nations

SOCIAL STUDIES

Grade Level: 11 Skills/Subject Area: U.S. History/Knowledge

COMPETENCY GOAL 14: The learner will know that the "time between wars" (1920-1940) was a time of isolation and disillusionment with international involvements, of rapid social change, and of both economic prosperity and despair.

Objectives	Measures
14.1 State the extent to which different segments of America participated in the prosperity of the early 1920s.	14.1.1 List and discuss important women leaders in the suffrage movement.
	14.1.2 Research and report on the economic conditions of the following groups in the general prosperity of the 1920s: farmers, laborers, Blacks, American Indians, and women.
	14.1.3 Cite reasons why these groups did or did not participate in the general prosperity of the period.
	14.1.4 Chart the differences in farm conditions in the 1920s and 1930s in America.
	14.1.5 Evaluate the condition of the cities in America during the 1920s.
	14.1.6 Using population maps, report orally on the growth patterns of America's urban areas in the Northeast.
14.2 Describe the isolation and disillusionment with international affairs that the United States felt following World War I.	14.2.1 Discuss America's refusal to join the League of Nations.
	14.2.2 Prepare an oral report documenting the loss of popularity for Woodrow Wilson and the Democratic Party.
	14.2.3 List the effects of the "Red Scare" on the United States' foreign policy during the post World War I period.
	14.2.4 Discuss the differences in the foreign policy positions of the major political parties in the election of 1920.

Grade Level: 11

Skills/Subject Area: U.S. History/Knowledge

COMPETENCY GOAL 14: The learner will know that the "time between wars" (1920-1940) was a time of isolation and disillusionment with international involvements, of rapid social change, and of both economic prosperity and despair.

Objectives	Measures
14.3 Describe the factors contributing to the "Great Depression."	14.3.1 Describe these factors which contributed to the depression: a. "buying on the margin" b. installment buying c. assembly line production d. farm prices e. advertising f. European economic conditions 14.3.2 Write an essay on the causes of the Great Depression. 14.3.3 Describe the impact of the Great Depression on the various social classes in the United States. 14.3.4 Given a list of the causes of the Great Depression, rank them in order of impact. 14.3.5 Discuss the underlying economic problems and developments that contributed to the stock market crash of 1929. 14.3.6 Write an essay on the international repercussions of the depression. 14.3.7 Interview persons in her/his community who lived through the depression years, and prepare an oral report about the impact of the depression on that community.

COMPETENCY GOAL 14: The learner will know that the "time between wars" (1920-1940) was a time of isolation and disillusionment with international involvements, of rapid social change, and of both economic prosperity and despair.

Objectives	Measures
14.4 Analyze the effects that movements and fads had on 1920s lifestyles.	14.4.1 Given the following list, indicate whether each contributed to freedom of expression, or was a reaction to freedom of expression: a. music b. dancing c. clothing d. books e. motion pictures f. automobiles g. advertising 14.4.2 Research the entertainment of this period and present a special program presenting music, dancing, and fashion of the 1920s. 14.4.3 Pick a topic of interest from this period and prepare an oral report on that topic.
14.5 Identify important New Deal activities and government reform measures.	14.5.1 Prepare a chart on New Deal Programs giving the following information: a. name of agency or act b. date passed c. major provisions Categorize them as relief, recovery, or reform efforts. 14.5.2 Select a New Deal Program and report in class on its purpose and impact. 14.5.3 Research selected New Deal Acts and determine their current status. 14.5.4 Read works from a list of authors of the period and give oral reports on these readings.

Grade Level: 11

Skills/Subject Area: U.S. History/Knowledge

COMPETENCY GOAL 14: The learner will know that the "time between wars" (1920-1940) was a time of isolation and disillusionment with international involvements, of rapid social change, and of both economic prosperity and despair.

Objectives	Measures
14.6 Identify New Deal legislation that addressed problems in the social and economic communities.	14.6.1 Cite examples of New Deal legislation that were created to solve problems in: a. banking b. labor c. agriculture d. social welfare e. housing f. the stock market
	14.6.2 List current government regulations within the following areas and trace their origin to the New Deal: a. banking b. labor c. agriculture d. social welfare e. housing f. the stock market
	14.6.3 Given a list of New Deal legislation, match these laws with the areas they were created to reform and restore.
	14.6.4 Present an argument for, or against a stated Roosevelt policy.
	14.6.5 Given a chart listing Roosevelt's policies in 1936, 1940, and 1944, indicate whether or not the following groups would support his policies: a. blacks b. women c. farmers d. industrial workers e. small business owners f. bankers g. stockholders h. older people i. Native Americans

Grade Level: 11

Skills/Subject Area: U.S. History/Knowledge

COMPETENCY GOAL 14: The learner will know that the "time between wars" (1920-1940) was a time of isolation and disillusionment with international involvements, of rapid social change, and of both economic prosperity and despair.

Objectives	Measures
14.7 Evaluate the effects of New Deal legislation on efforts to organize workers.	14.7.1 Read the National Recovery Act of 1933 and the National Labor Relations Act of 1935 and list the provisions made for workers to form unions.
	14.7.2 List New Deal legislative acts which influenced efforts to organize workers.
	14.7.3 Given a list of New Deal legislative acts, select those from the list which influenced efforts to organize workers.

Grade Level: 11

Skills/Subject Area: U.S. History/Knowledge

COMPETENCY GOAL 14: The learner will know that the "time between wars" (1920-1940) was a time of isolation and disillusionment with international involvements, of rapid social change, and of both economic prosperity and despair.

Objectives	Measures
14.8 Evaluate the long term influence of New Deal policies on the economic, social, and political institutions in the United States.	14.8.1 Given a list of groups and institutions influenced by New Deal policies, evaluate the long-range effects of these policies on each group or institution.
	14.8.2 Write a research paper on Blacks during the period of the New Deal with special emphasis on the influence of New Deal policies on Blacks.
	14.8.3 Debate and discuss the reasons why people criticized the New Deal.
	14.8.4 Write an imaginary dialogue between a mid 1930s critic and supporter of the New Deal.
	14.8.5 Research the Supreme Court's ruling on the NRA and/or AAA in three ways: a. background of case b. why the act was declared unconstitutional c. impact of the decision
	14.8.6 Report on the present day social security program and evaluate the program in light of its original goals.
	14.8.7 Cite examples of current laws that regulate banks and the stock market which came about as a result of the Great Depression.

SOCIAL STUDIES

Grade Level: 11

Skills/Subject Area: U.S. History/Knowledge

COMPETENCY GOAL 15: The learner will know major causes, events, and results of World War II.

Objectives	Measures
15.1 Know how World War I and its aftermath led to World War II.	15.1.1 Research and write a report on the effects of World War I on the French, Germans, and British in terms of: a. casualty rates b. transportation system c. industries d. unemployment e. political stability
	15.1.2 Pretend s/he lived in Germany at the end of World War I and write her/his view of the problems facing that country.
	15.1.3 Prepare a speech Adolf Hitler might have made attributing the plight of the German people to World War I.
	15.1.4 Prepare a chart presenting the casualties of the major countries involved in World War I.
	15.1.5 Prepare a map of Western Europe comparing political boundaries before and after World War I.

Skills/Subject Area: U.S. History/Knowledge

COMPETENCY GOAL 15: The learner will know major causes, events, and results of World War II.

Objectives	Measures
15.2 Describe reasons for Adolf Hitler's rise to political power.	15.2.1 Prepare a written report on Adolf Hitler including information on his early life, family, education, and political beliefs.
	15.2.2 Make a list of characteristics of a good leader and compare this list to the leadership characteristics of Adolf Hitler.
	15.2.3 Select the single most important event in Hitler's rise to power and present reasons for that selection.
	15.2.4 Prepare a written report on the political, social, and economic conditions that contributed to Hitler's rise to power.
	15.2.5 Prepare an interview with Hitler concerning his political philosophy and policies. Include both questions and answers.
15.3 Know that the 1930s was a period of expansion of totalitarian governments.	15.3.1 On a map of Europe, color those areas controlled by the totalitarian governments in the summer of 1935.
	15.3.2 On a map of Europe, color those areas controlled by the totalitarian governments in November 1939.
	15.3.3 Compare the spread of totalitarianism during the 1930s and the 1940s.
	15.3.4 Write a research paper describing the social, political, and economic conditions in Japan and Italy which gave rise to fascism.

Grade Level: 11

Skills/Subject Area: U.S. History/Knowledge

COMPETENCY GOAL 15: The learner will know major causes, events, and results of World War II.

Objectives	Measures
15.4 Discuss the acts leading to the outbreak of World War II in Europe.	15.4.1 Place in chronological order a list of acts leading to the outbreak of World War II in Europe.
	15.4.2 Draw and label a time line of the events between 1920 and 1930 that led to the outbreak of World War II.
	15.4.3 Write a report describing the United States' reaction to the outbreak of war in Europe.
	15.4.4 From a European perspective, write a news article for an American newspaper describing the events prior to 1939 that seemed to make World War II inevitable.
	15.4.5 In the following pairs, circle the event which occurred first: a. Act of Havana or Quarantine Speech b. Stalin-Hitler Pact or German Invasion of Poland c. Battle of Britain or Fall of France d. German Invasion of Russia or bombing of Pearl Harbor
15.5 Know those areas controllled by Germany, Italy, and Japan as of 1942.	15.5.1 On a world map, label and color code countries controlled by Germany, Italy, and Japan.
	15.5.2 Present a classroom report on how Germany, Italy, and Japan took control of those areas influenced by them.
	15.5.3 Present the viewpoint of a member of the resistance movement of a country under German control.

Grade Level: 11

Skills/Subject Area: U.S. History/Knowledge

COMPETENCY GOAL 15: The learner will know major causes, events, and results of World War II.

Objectives	Measures
15.6 Describe the steps which preceded the United States' entry into World War II.	15.6.1 Given a list of events leading to the United States' entry into World War II, place these events in chronological order.
	15.6.2 Prepare a list of events leading to the United States entry into World War II.
	15.6.3 Select a single most important event leading to the United States' entry into World War II and defend this selection.
	15.6.4 Define the lend-lease arrangement and analyze the need for protection of British merchant ships.
	15.6.5 Write an essay describing foreign policy developments between the summer of 1940 and November 1941.
15.7 Describe the effects of World War II on social and economic groups in the United States.	15.7.1 Present an oral report detailing the role of the Black fighting man in World War II.
	15.7.2 Present an oral report detailing the role of women in World War II.
	15.7.3 Present oral reports detailing the effects of World War II on United States farmers.
	15.7.4 Write an essay comparing: a. improvements in the lifestyle of Black Americans during World War II and, b. the continuing patterns of discrimination during the war.
	15.7.5 Write a report on life in Japanese/American relocation centers in World War II.

Grade Level: 11

Skills/Subject Area: U.S. History/Knowledge

COMPETENCY GOAL 15: The learner will know major causes, events, and results of World War II.

Objectives	Measures
15.8 Describe selected military events from World War II and discuss the military importance of each.	15.8.1 On a chart include the event, the date, what happened, and the military significance of the following events: a. The Battle of Britain b. The Battle of Stalingrad c. The Battle of Midway d. The Japanese attack on Pearl Harbor e. D-Day f. the atomic bombing of Hiroshima and Nagasaki g. The Battle of El Alamein h. The Atlantic Charter
	15.8.2 Write an eyewitness radio broadcast of the attack on Pearl Harbor.
	15.8.3 Research the bombing of Nagasaki and Hiroshima and write a position paper using one of the following titles: "The Bombing of Hiroshima and Nagasaki: An Unnecessary Act;" "The Bombing of Hiroshima and Nagasaki: A Necessary Act."
	15.8.4 Tape record interviews with World War II veterans who may have participated in combat situations, and then present these in class.

Skills/Subject Area: U.S. History/Knowledge

COMPETENCY GOAL 15: The learner will know major causes, events, and results of World War II.

Objectives	Measures
	15.8.5 Identify these major wartime figures and discuss their contribution to the war effort: a. Roosevelt b. Churchill c. Truman d. Eisenhower e. Rommel f. Marshall g. Chamberlain h. Stalin i. Patton
15.9 Describe postwar Europe and the organizations established to maintain peace.	15.9.1 Using a box chart, compare the League of Nations and the United Nations in terms of: a. aims b. membership c. United States support d. ability to prevent or limit war
	15.9.2 Given a list of characteristics of the League of Nations and the United Nations, categorize them under the two headings.
	15.9.3 Given a list of cities designated as home bases for the United Nations and the League of Nations, select the home city of the League of Nations and of the United Nations.
	15.9.4 On a chart of European nations, describe the postwar conditions of each of the following countries: a. Greece b. Poland c. Germany d. Union of Soviet Socialist Republic e. England
	15.9.5 Analyze and discuss the importance of the Marshall Plan and Truman Doctrine in postwar Europe.

SOCIAL STUDIES

Grade Level: 11 **Skills/Subject Area:** U.S. History/Knowledge

COMPETENCY GOAL 16: The learner will know the major events, their causes, and their effects on the foreign policy of the United States since 1945.

Objectives	Measures
16.1 Describe the expansion of communism/socialism from 1945-1960.	16.1.1 On a world map, color code those areas under the control of the Soviet Union by 1950.
	16.1.2 On a world map, color code those areas under communist/socialist control as of 1960.
	16.1.3 On a map of Europe, locate and describe the special significance of West Berlin's location in a communist controlled country.

Grade Level: 11

Skills/Subject Area: U.S. History/Knowledge

COMPETENCY GOAL 16: The learner will know the major events, their causes, and their effects on the foreign policy of the United States since 1945.

Objectives	Measures
16.2 Identify the major world events from the "cold war" era and evaluate their impact on the United States.	16.2.1 State the importance of the following events and place them in chronological order: a. Berlin Blockade b. Bay of Pigs Invasion c. Communist Victory in China d. The Korean War e. The Vietnam War f. The French Defect in Indo-China g. The Iranian Hostage Crisis h. The Suez Crisis i. 1956 Hungarian Crisis j. "6 Day War"
	16.2.2 Prepare a list of events surrounding the Bay of Pigs Invasion and present an argument for or against a more forceful United States course of action.
	16.2.3 Identify the following and discuss the importance of each: a. 38th Parallel b. Guantanamo Bay c. U2 d. Saigon e. Dien Bien Phu f. Hanoi g. Containment h. DMZ (Demilitarized Zone)
	16.2.4 Analyze the military position of John F. Kennedy during the Cuban Missile Crisis.

Grade Level: 11

Skills/Subject Area: U.S. History/Knowledge

COMPETENCY GOAL 16: The learner will know the major events, their causes, and their effects on the foreign policy of the United States since 1945.

Objectives	Measures
16.3 Identify and explain the importance of the major political figures and events of the Korean War era.	16.3.1 Place in chronological order a series of events leading to the United States intervention in Korea.
	16.3.2 Identify and delineate the role of the following Korean War leaders: a. Dean Acheson b. Douglas MacArthur c. President Truman d. President Eisenhower e. Syngman Rhee f. Matthew Ridgway g. Mao Tse-tung
	16.3.3 Write an editorial as though s/he were alive in April 1951, and either support the President's firing of General Douglas MacArthur, or oppose it.
	16.3.4 On a quiz, match the political and military leaders during the Korean War with their appropriate role or achievement.
	16.3.5 Prepare an editorial from a Chinese point of view reacting to the United States' decision to send troops to Korea.
	16.3.6 Identify and state the importance of: a. 38th Parallel b. Yalu River c. Panmunjom d. Inchon e. Seoul f. Pusan g. Manchuria h. repatriation
	16.3.7 Draw a map of Korea showing the course of the war (i.e., major battles, the farthest United Nations advance, smallest area held by the United Nations, cease-fire line, 38th parallel, capitals of North and South Korea).

Grade Level: 11

Skills/Subject Area: U.S. History/Knowledge

COMPETENCY GOAL 16: The learner will know the major events, their causes, and their effects on the foreign policy of the United States since 1945.

Objectives	Measures
	16.3.8 Write an essay on the role of the United Nations in the Korean War, placing emphasis on the meaning of a "police action" and the difficulties this caused.
16.4 Evaluate the foreign policy dilemmas faced by the United States in its thirst for oil.	16.4.1 Explain why the Suez Canal was called "The Lifeline of Empire."
	16.4.2 Defend or attack this premise: The United States should have supported the British military effort to retain control of the Suez Canal.
	16.4.3 Color code a map of the world indicating: a. countries with abundant oil supplies b. the United States and her allies c. the Soviet Republic and her allies
	16.4.4 Chart the progress of United States involvement in the Middle East beginning with United Nations Resolution 242 in 1948 through the Camp David Accords.

Grade Level: 11

Skills/Subject Area: U.S. History/Knowledge

COMPETENCY GOAL 16: The learner will know the major events, their causes, and their effects on the foreign policy of the United States since 1945.

Objectives	Measures
16.5 Know the importance of the military/political alliances in the cold war period.	16.5.1 Identify and assess the importance of the following: a. NATO b. Warsaw Pact c. OAS d. SEATO e. ANZUS
	16.5.2 List the member nations of the major military alliances.
	16.5.3 Given the major alliances, project the series of events likely to ensue following a declaration of war by either the United States or Soviet Union.
	16.5.4 Evaluate the economic impact on member nations of the given alliances (e.g., trade, economic dependence).

Grade Level: 11

Skills/Subject Area: U.S. History/Knowledge

COMPETENCY GOAL 16: The learner will know the major events, their causes, and their effects on the foreign policy of the United States since 1945.

Objectives	Measures
16.6 Identify the major figures of the Cold War era and assess their impact on this period.	16.6.1 Identify and state the importance of: a. Truman b. Stalin c. Mao Tse-tung d. Chiang Kai-shek e. Nikita Khrushchev f. John Foster Dulles g. Eisenhower 16.6.2 Write an essay on the Truman-MacArthur Conflict and its effect on Truman's effectiveness as a leader. 16.6.3 Prepare a report on leaders of the Cold War era. 16.6.4 Hold a mock summit conference with the following leaders present: a. Truman b. Stalin c. Churchill Each leader will voice his opinion concerning given events from the Cold War era. 16.6.5 Debate the reasons for, and future impact of, the build-up of military weaponry between the super powers during the Cold War period.

Grade Level: 11

Skills/Subject Area: U.S. History/Knowledge

COMPETENCY GOAL 16: The learner will know the major events, their causes, and their effects on the foreign policy of the United States since 1945.

Objectives	Measures
16.7 Know the important persons and events during the "McCarthy Era."	16.7.1 Identify and state the importance of: a. McCarthyism b. Subversives c. House UnAmerican Activities Committee d. Smith Act e. Alger Hiss f. the Rosenbergs g. Estes Kefauver
	16.7.2 Read several reports and newspaper articles concerning the "discoveries" of Joseph McCarthy and report to the class on the findings.
	16.7.3 Analyze the long-term effect of McCarthyism on the national psyche.
	16.7.4 Discuss the reasons leading to McCarthyism and the reasons for its decline.
	16.7.5 Discuss the role television played in the downfall of Senator McCarthy, especially in the public's image of McCarthy himself.

COMPETENCY GOAL 16: The learner will know the major events, their causes, and their effects on the foreign policy of the United States since 1945.

Objectives	Measures
16.8 Identify and discuss the major causes, effects, political figures, and events of the Vietnam War effort.	16.8.1 Identify and explain the importance of the following military and political figures: a. John F. Kennedy b. Lyndon Johnson c. Ho Chi Minh d. Richard Nixon e. Ngo Dinh Diem f. William Westmoreland g. Nguyen Van Thieu h. Henry Kissinger
	16.8.2 Develop a time line tracing the Vietnam War from 1945 to the fall of South Vietnam.
	16.8.3 Identify the following locations on a map of Southeast Asia and explain their importance: a. Gulf of Tonkin b. Hanoi c. Saigon d. North Vietnam e. South Vietnam f. Laos g. Thailand h. Cambodia i. Mekong River j. Ho Chi Minh Trail
	16.8.4 Identify the following terms and explain their role in the Vietnam War: a. National Liberation Front (Viet Cong) b. Gulf of Tonkin Resolution c. Ho Chi Minh Trail d. Saigon e. Hanoi f. Mekong Delta g. Tet Offensive h. Counter Culture i. DMZ j. Paris Peace Talks k. Vietnamization of the War l. Pathet Lao m. Doves/Hawks n. Geneva Conference

Skills/Subject Area: U.S. History/Knowledge

COMPETENCY GOAL 16: The learner will know the major events, their causes, and their effects on the foreign policy of the United States since 1945.

Objectives	Measures
	16.8.5 Read the "Gulf of Tonkin Resolution" and write an essay to explain its role in the American involvement in the Vietnam War.
	16.8.6 Write a diary entry for each of the following types of figures involved in the war, showing their views of the war: a. college student against the war b. draft resister in Canada c. American combat soldier in the Mekong Delta d. Hawk senator from Idaho e. South Vietnamese government official f. President Lyndon Johnson g. Ho Chi Minh
	16.8.7 Write a research paper on the role of Lyndon Johnson or Richard Nixon in the war.
	16.8.8 Write a report on the effects of the Tet Offensive of 1968.

Grade Level: 11

Skills/Subject Area: U.S. History/Knowledge

COMPETENCY GOAL 16: The learner will know the major events, their causes, and their effects on the foreign policy of the United States since 1945.

Objectives	Measures
16.9 Assess the effects of the Vietnam War on American society.	16.9.1 When given a list of social upheavals during the Vietnam War era, identify those related to the war, or caused by it.
	16.9.2 Prepare a list of notable Americans and briefly explain their views on the war (either "hawk or dove").
	16.9.3 Write an essay describing the effect of the Vietnam War on the elections of 1968 and 1972.
	16.9.4 Write a research paper on the antiwar movement, tracing its beginnnings and eventual influence on American policy in Southeast Asia.
	16.9.5 Interview a Vietnam veteran and report the findings and conclusions to the class.
	16.9.6 Write an essay dealing with the role of television in the Vietnam War.

Grade Level: 11 Skills/Subject Area: U.S. History/Knowledge

COMPETENCY GOAL 17: The learner will know that the years since 1945 have been a time of great social, economic, and political change.

Objectives	Measures
17.1 Analyze the course of the American economy since World War II, with emphasis on cyclical periods of growth and decline, and the reasons for these economic upswings and down-turns.	17.1.1 Write an essay in which the major economic forces in post-World War II America are touched on (e.g., automation, federal deficit, foreign competition, foreign oil, American labor unions).
	17.1.2 Suggest alternative solutions for dealing with the forces identified in 17.1.1 and predict the possible consequences of each proposed solution.
	17.1.3 Write a research paper on the influence of foreign competition on the growth or lack of it in the American economy since World War II.
	17.1.4 Plot on a graph the course of the American economy since 1945, showing the peaks and valleys of economic activity.

Grade Level: 11

Skills/Subject Area: U.S. History/Knowledge

COMPETENCY GOAL 17: The learner will know that the years since 1945 have been a time of great social, economic, and political change.

Objectives	Measures
17.2 Describe the social changes occurring in the United States beginning with World War II.	17.2.1 List and discuss the major social changes occurring in the United States after World War II. Pay particular attention to minorities and customs. 17.2.2 Prepare pro and con arguments dealing with the cigarette advertisement "You've come a long way baby." 17.2.3 Identify and discuss the goals of: a. ERA b. NOW 17.2.4 Given a list of important social changes affecting the people of the United States during the period since World War II, indicate which changes affected all the people or few people directly. 17.2.5 Interview several people born in the early 1930s and record the social changes they have experienced. 17.2.6 Define the following and discuss their impact on our society: a. Freedom marchers b. the Great Society c. hippies d. counter culture e. the Black Power Movement f. "sit in"

Grade Level: 11

Skills/Subject Area: U.S. History/Knowledge

COMPETENCY GOAL 17: The learner will know that the years since 1945 have been a time of great social, economic, and political change.

Objectives	Measures
17.3 Evaluate a list of the major political changes and events from 1950-1980.	17.3.1 Identify and state the importance of: a. the assassinations of John and Robert Kennedy b. the assassination of Martin Luther King, Jr. c. Watergate d. Nixon's resignation e. the Warren Court
	17.3.2 Draw a graph (or time line) showing which political parties have controlled Congress and the White House since 1945.
	17.3.3 Write a research paper on one of the following politically affiliated movements in America: a. states' rights movement b. right wing anticommunists c. civil rights movement d. antiwar movement e. neoconservatism of the late 1970s and early 1980s
	17.3.4 Write a report on the assassinations of political figures in the 1960s. Choose one of the following: a. George Lincoln Rockwell b. Malcolm X c. Robert Kennedy d. Martin Luther King, Jr. e. John Kennedy

Skills/Subject Area: U.S. History/Knowledge

COMPETENCY GOAL 17: The learner will know that the years since 1945 have been a time of great social, economic, and political change.

Objectives	Measures
17.4 Identify and evaluate major civil rights events and movements from the past 30 years.	17.4.1 Identify the following: a. Plessy vs. Ferguson (1896) b. Orval Faubus c. Martin Luther King, Jr. d. Brown vs. Board of Education e. 1957 Civil Rights Act f. Earl Warren g. NAACP h. George Wallace i. Little Rock, Arkansas j. James Meredith k. Greensboro, N.C. l. Montgomery, Alabama m. Swann vs. Board of Education n. Thurgood Marshall o. Civil Rights Acts of 1964-1968 p. 24th Amendment
	17.4.2 Read and prepare reports on topics listed in 17.4.1.
	17.4.3 Research a major civil rights figure from the last 30 years and present this information in an oral report
	17.4.4 Read the Supreme Court decision vital to the civil rights movement and evaluate those decisions as to their impact on the movement.
	17.4.5 Write a paper on the social impact of violence expressed in American society during the 1960s.
	17.4.6 Interview a participant of the Black Power movement and/or the Freedom Marches and report in class the results of the interview.
	17.4.7 Read the "I have a dream..." speech by Dr. Martin Luther King, Jr., and in an essay develop a position stating the degree to which Dr. King's dream has been realized.

SOCIAL STUDIES

Grade Level: 11 Skills/Subject Area: U.S. History/Knowledge

COMPETENCY GOAL 18: The learner will know that the post World War II years have been a period of great technological change.

Objectives	Measures
18.1 Identify and assess the importance of the technological changes occurring in the post World War II years.	18.1.1 Identify the following post World War II scientific breakthroughs: a. Sputnik e. robot b. jet airplane f. television c. computer g. atomic age d. silicon chip h. bionics
	18.1.2 Identify from a list of 20th-century technological breakthroughs, those which have occurred since World War II.
	18.1.3 Present an oral report on a major invention perfected after the end of World War II and indicate its impact on our society.
	18.1.4 Present an oral report detailing many of the scientific changes that have occurred in the student's lifetime.
	18.1.5 Write an essay predicting some of the major technological changes a present day 16-year-old person may see by the year 2000.
	18.1.6 Write an essay entitled, "The Most Significant Technological Change of the Last Forty Years", and defend the choice made.
	18.1.7 Research and debate this statement: "Technology will be the salvation of the United States."
	18.1.8 Make a list of ten changes in American lifestyle because of technology.
	18.1.9 Make a bulletin board showing "then" and "now" examples of the changes brought about by technology in American life.

Grade Level: 11

Skills/Subject Area: U.S. History/Knowledge

COMPETENCY GOAL 18: The learner will know that the post World War II years have been a period of great technological change.

Objectives	Measures
	18.1.10 In an essay, contrast the advantages and disadvantages of modern technology.
	18.1.11 Construct a poster on one modern advance in technology and list the good and bad effects of such an advance.
	18.1.12 Make a list of serious problems that technology may help to solve in the future.
	18.1.13 Read Silent Spring by Rachel Carson and write a critical review of that book.

SOCIAL STUDIES

Grade Level: 11 Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 1: The learner will identify problems and suggest ways of solving them.

Objectives	Measures
1.1 Recognize that a problem exists.	1.1.1 When given descriptions of labor conditions during the late 19th-century, explain what conditions should be corrected.
	1.1.2 When given descriptions of conditions faced by many Blacks in the southeastern United States during the 1930s, 40s, and 50s, describe the problems in her/his own words.
	1.1.3 When given news accounts of current problems (domestic and foreign) faced by the United States, describe the impact on the United States.
1.2 Identify the viewpoint of parties to a problem.	1.2.1 When discussing the integration of public schools in Little Rock, Arkansas, describe the feelings of Blacks and public officials charged with the operation of school and keeping peace in the community.
	1.2.2 When discussing the involvement of the United States in the War in Vietnam, describe the feelings of those favoring United States involvement and those who were opposed.
1.3 Identify value conflicts inherent in in a problem.	1.3.1 When given facts in a court case such as Dred Scott, state what was important to Dred Scott and Dred Scott's owner.
	1.3.2 When discussing price supports for farmers, state why farmers want price supports and why others oppose the price support program.

Grade Level: 11

Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 1: The learner will identify problems and suggest ways of solving them.

Objectives	Measures
1.4 Determine methods of finding the most reasonable solution to a problem.	1.4.1 When given a problem needing a solution, research how similar problems were solved and make judgments about the feasibility of the solution in the new situation.
	1.4.2 When given a description of a problem such as the increasing need of services for the elderly, suggest several solutions that should be tested on a limited scale.

SOCIAL STUDIES

Grade Level: 11 Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 2: The learner will locate and gather information.

Objectives		Measures	
2.1	Choose appropriate reference books and sources.	2.1.1	When given unfamiliar terms, use the dictionary and glossaries.
		2.1.2	Use both primary and secondary sources to locate and record information about a specific event or person.
		2.1.3	Use card catalogues and Reader's Guides to find information from a variety of sources.
2.2	Collect information through interviews.	2.2.1	When preparing to interview a person for a specific purpose, prepare appropriate questions.
		2.2.2	Report orally or in writing on an interview.
2.3	Collect information using surveys and questionnaires.	2.3.1	Prepare a questionnaire/survey either individually or cooperatively.
		2.3.2	Compile information collected with surveys and questionnaires.
2.4	Read charts, graphs, and time lines in a variety of sources.	2.4.1	When given tables, charts, graphs, and time lines, answer specific questions using the available information.

SOCIAL STUDIES

Grade Level: 11 Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 3: The learner will evaluate information.

Objectives	Measures
3.1 Check new data against other sources for accuracy.	3.1.1. When given unfamiliar information, verify it using appropriate sources.
3.2 Identify emotional words.	3.2.1 When given a list of descriptive words, identify those which convey emotion.
	3.2.2 When given a passage or article to read, identify emotional words and phrases.
3.3 Identify evidence of propaganda.	3.3.1 When given copies of speeches and/or written passages, identify the point of view of the speakers or writers.
	3.3.2 Analyze written and television advertisements used to promote a product, political candidate, or idea and identify techniques such as "glittering generalizations", "name calling", and "testimonials."
3.4 Determine completeness and inconsistences in data.	3.4.1 Make comparisons between information on a topic or event from different sources and point out similarities and differences.
	3.4.2 When given information about a familiar topic, make subjective judgments about the need for additional information.

SOCIAL STUDIES

Grade Level: 11 **Skills/Subject Area:** Social Studies/Skills

COMPETENCY GOAL 4: The learner will organize and analyze information and draw conclusions.

Objectives	Measures
4.1 Organize information.	4.1.1 Take notes when reading or listening to oral presentations.
	4.1.2 Outline information ordering major topics and subtopics.
	4.1.3 Summarize information in her/his own words.
4.2 Analyze information.	4.2.1 When given quantifiable data, construct bar graphs or circle graphs.
	4.2.2 Take available information and make inferences (i.e., look at population trends for a region) and conclude that certain types of government services will be needed.
	4.2.3 When given graphs, charts, maps, and other graphic representations of data, answer specific questions requiring the use of available information.
4.3 Draw conclusions.	4.3.1 Examine data and make generalizations or suggest courses of action based on the information.
	4.3.2 Present evidence for both sides of an argument.
	4.3.3 When given additional information, revise generalizations, inferences, and conclusions.
	4.3.4 Define a problem.
	4.3.5 State criteria for deciding a solution to a problem.
	4.3.6 Make judgments about the best course of action.

Grade Level: 11

Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 4: The learner will organize and analyze information and draw conclusions.

Objectives	Measures
4.4 Select a rational course of action.	4.4.1 Recognize and list alternative courses of action as solutions to a problem.
	4.4.2 List arguments for and against each alternative course of action.
	4.4.3 When given a list of alternative actions, predict the consequences of each.
	4.4.4 When given a list of alternative actions, choose the alternative that is most likely to succeed.

Grade Level: 11 Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 5: The learner will use maps and globes.

Objectives	Measures
5.1 Orient maps and note direction.	5.1.1 When given outline maps, textbook maps, and atlases, orient them to the north.
	5.1.2 Use meridians and parallels to describe directions.
	5.1.3 Describe the relative location of two places using directional terms such as north, northeast, etc.
5.2 Locate places on maps and globes.	5.2.1 Given the names of physical features or cities, indicate location using latitude and longitude.
	5.2.2 Locate equator, tropics, poles, hemispheres, and prime meridian.
5.3 Use a scale and compute distances.	5.3.1 Given two points on a map, determine the distance in miles or kilometers using a scale.
	5.3.2 Compute the distance between the same points on maps of different scales.
5.4 Interpret map symbols.	5.4.1 Given the name of a political boundary or other political feature, locate it on a map.
	5.4.2 Locate cities, highways, railroads, and airports on a variety of maps.
	5.4.3 Identify elevation of a given point on a color, contour, or raised relief map.
5.5 Draw inferences from maps.	5.5.1 Use maps to make inferences about reasons for the location of a city or physical feature.
	5.5.2 Use maps to make inferences about the economic activity in a region.

SOCIAL STUDIES

Grade Level: 11 Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 6: The learner will have a sense of time and chronology.

Objectives		Measures
6.1 Demonstrate an understanding of the time system and calendar.	6.1.1	Compute differences between time zones.
	6.1.2	Describe or demonstrate (using a model) the relationship between earth movements and the length of a day and the passage of seasons.
	6.1.3	Use time concepts such as second, minute, decade, and century when describing events.
6.2 Demonstrate an understanding of the chronological sequence of events.	6.2.1	Compute the time between given dates.
	6.2.2	Construct a simple time line representing a series of events.

SOCIAL STUDIES

Grade Level: 11 **Skills/Subject Area:** Social Studies/Skills

COMPETENCY GOAL 7: The learner will demonstrate growth in self-management.

Objectives	Measures
7.1 Decrease self-centered perceptions.	7.1.1 Describe the feelings of other people in given situations.
	7.1.2 Accept the views of others including those that are dissimilar.
7.2 Decrease group-centered perceptions.	7.2.1 When describing group behavior in another culture, make statements about the behavior without making unfavorable comparisons with one's own group.
	7.2.2 Identify standards of conduct other than those held by one's own group.
7.3 Decrease stereotypic perceptions.	7.3.1 When given a list of statements about a particular group or individual, pick those that are stereotypic.
	7.3.2 Spontaneously qualify statements using words such as "some," "many," "various," "often," or "sometime."
	7.3.3 When given new information about an unfamiliar group, express a willingness to reserve judgment.
7.4 Increase the ability to empathize.	7.4.1 Write a diary from the perspective of one living in another place or time.
	7.4.2 When given the views, feelings, ideas, and information about the circumstances of others, give logical reasons for her/his views, feelings, and ideas.
	7.4.3 When given descriptions of the actions of others, make objective judgments about how the people must feel.

Grade Level: 11 Page 2

Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 7: The learner will demonstrate growth in self-management.

Objectives	Measures
7.5 Increase the ability to accept diversity.	7.5.1 Describe behavioral manifestations of diversity in another culture.
	7.5.2 Describe examples of cultural diversity within our society.
	7.5.3 When describing manifestations of cultural and behavioral diversity, use nonjudgmental descriptive terms.
7.6 Increase the ability to accept change.	7.6.1 When given examples of actual or anticipated change, predict the good and bad effects.
	7.6.2 When given an example of anticipated change, formulate arguments for and against the change.
7.7 Increase the ability to resolve conflict.	7.7.1 Express her/his feelings when involved in a conflict.
	7.7.2 Listen to the concerns and feelings of others.
	7.7.3 Confine remarks and descriptions to her/his feelings and behavior.
	7.7.4 Compromise in order to reach a solution.
	7.7.5 Suggest solutions to conflicts between governments and domestic groups.

Grade Level: 11

Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 7: The learner will demonstrate growth in self-management.

Objectives	Measures
7.8 Resolve dilemmas.	7.8.1 When confronted with real or hypothetical situations and asked to make judgments about the best course of action for the individuals or groups involved, explore a number of alternatives, suggest a course of action, and defend the course of action with reasons.
	7.8.2 When judging the best course of action, consider what is best for all parties involved.

SOCIAL STUDIES

Grade Level: 11 Skills/Subject Area: Social Studies/Skills

COMPETENCY GOAL 8: The learner will participate in group activities.

Objectives		Measures	
8.1	Participate in group activities.	8.1.1	When called upon to solve a problem or make plans with others, initiate ideas.
		8.1.2	When discussing problems or making plans, listen to the ideas of others.
		8.1.3	Compromise for the good of the group.
8.2	Engage in group decision-making.	8.2.1	Vote or make her/his wishes known in some acceptable way.
		8.2.2	Generate alternative courses of action.
		8.2.3	Anticipate consequences of group decisions.
		8.2.4	Suggest ways to determine if decisions are good ones.
8.3	Act upon group decision.	8.3.1	Accept and carry out assigned tasks.
		8.3.2	Support group decisions after they have been made.
		8.3.3	Accept tasks and express support when not in complete agreement.

APPENDICES

APPENDIX A

House Bill 1567*

A BILL TO BE ENTITLED AN ACT TO ENACT THE ELEMENTARY AND SECONDARY SCHOOL REFORM ACT OF 1984.

The General Assembly of North Carolina enacts:

Section 1. This act may be referred to as the "Elementary and Secondary School Reform Act of 1984."

Section 2. G.S. 115C-81(a) is amended by deleting the first paragraph and substituting the following:

"Standard Course of Study. It is the policy of the State of North Carolina to insure a quality education to every child residing in North Carolina. To this end, the General Assembly directs the State Board of Education to develop a standard course of study to be offered to every child in North Carolina public schools and to submit the proposed standard course of study to the General Assembly by October 15, 1984.

The standard course of study shall reflect a rigorous academic course of study stressing mastery of integrated knowledge based on mastery of competencies in the basic skill areas rather than the study of isolated disciplines. To this end, the State Board of Education is directed to undertake a statewide audit of current curricula and to refine the curricula as required to comply with this policy. The standard course of study:

1. shall stress mastery of integrated knowledge;

2. should provide students with the specific competencies needed to gain employment or to continue their education;

3. should provide students with the skills necessary to cope with contemporary society;

4. shall contain a vocational education component designed to meet the State's and local anticipated career training needs;

5. shall provide for a program of continuous learning based upon the individual child's need, interest, and stages of development, so that the program has a nongraded structure of organization;

6. shall set forth what subjects shall be taught in each grade, and outline the basal and supplementary books on each subject to be used in each grade;

7. shall include a core curriculum for all students plus additional elective curriculum choices to meet the varied needs and interests of students;

8. shall establish a minimum length of the instructional day;

9. shall prescribe standards for student performance and promotion and may consider appropriate levels at which remediation should begin; and

10. shall describe appropriate class size for each course required by the standard course of study; staffing levels to support the standard course of study, and may include minimum staffing for schools, regardless of size, where such schools are determined to be essential to serve pupils located in isolated geographic areas; minimum facility requirements for the standard course of study; minimum material requirements for the standard course of study; and such other information the Board finds necessary to enable the General Assembly to allocate appropriate resources to implement the plan."

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*Includes only that portion of HB 1567 addressed by the Basic Education Program for North Carolina's Public Schools, the North Carolina Standard Course of Study, and the North Carolina Competency-Based Curriculum.

APPENDIX B

16 NCAC 2E.0103; STANDARD COURSE OF STUDY: POLICIES

(a) Definitions. As used in this Rule:

(1) "Standard Course of Study" means the program of course work for each of the various subjects taught in the elementary and secondary schools of the state, together with competency goals and performance indicators, as defined in (4) and (5) of this subsection, which have been adopted by the state board pursuant to G. S. 115C-81 (a) and subsection (b) of this Rule.

(2) "Curriculum guide" means a document prepared by the State Department of Public Instruction for each subject or area of study listed in the Standard Course of Study, including suggestions as to suitable instructional aids, textbooks and supplementary resources, learning experiences and teaching methods.

(3) "Course unit" means a minimum of 150 clock hours of instruction. Short courses will be credited in an amount corresponding to the fractional part of a total unit.

(4) "Competency goals" means the ends toward which student learning is directed.

(5) "Performance indicators" means quantitative measures of progress toward competency goals.

(b) The state board shall adopt and periodically review the Standard Course of Study, upon recommendation of the State Superintendent and pursuant to a public hearing and any changes the board deems appropriate. The Standard Course of Study shall be published by the state board. Copies of the Standard Course of Study and the curriculum guides may be obtained from the Department of Public Instruction, 116 W. Edenton Street, Raleigh, N. C. 27611.

(c) The Standard Course of Study shall include, at a minimum, a kindergarten through 12th grade program of studies in the following areas:

(1) citizenship, including the social studies-economics, history, government, sociology and human relations;

(2) communications, including foreign languages, educational media, and all phases and applications of English-language arts;

(3) cultural arts, including the fine and performing arts, recreation and avocations, addressed to both performance and consumer objectives;

(4) healthful living, including personal and community health, physical education, recreation, and safety;

(5) mathematics, including computational, problem solving, and consumer skills and substantive advanced elective sequences;

(6) science, including the basic study of all living and nonliving things as well as advanced elective sequences; and

(7) vocational, including a developmental design, moving from occupational exploration in the middle grades, to selective specialization in the senior high school, as set out in the state Master Plan for vocational education.

(d) The development of subject and course content in the study areas listed in (c) of this Rule shall include, as appropriate for the various grade levels, the study of Americanism, the government of the State of North Carolina, the government of the United States, fire prevention, harmful or illegal drugs including tobacco and alcohol, and the free enterprise system.

(e) The Standard Course of Study shall be implemented in the kindergarten through eighth grades through an appropriate developmental program in each study area for individual pupils. Summer school for these grades is considered an integral part of the regular school term. The Standard Course of Study shall be implemented in the 9th through 12th grades through a program of representative course offerings in each study area.

(f) Graduation Requirements

(1) In addition to the requirements of 16 NCAC 2G.0702, students graduating during or after the 1986-87 school year must successfully complete 20 courses units in grades 9 through 12 to be graduated from high school. These course units must include the following:

(A) four course units in English;

(B) two course units in mathematics;

(C) two course units in social studies; one unit in government and economics, and one unit in United States history;

(D) two course units in science, one unit in a life science or biology, and one unit in one of the physical sciences;

(E) one course unit in physical education and health;

(F) nine course units to be determined by the local education agency. These may be undesignated electives or designated from the study areas described in subsection (c) of this Rule.

(2) Course work successfully completed in the ninth grade at a school system where course units are not awarded in the ninth grade shall be deemed to satisfy the requirements of (1) of this subsection.

(3) Course work successfully completed by students in grades 9 through 12 at a summer school session may be used to satisfy the requirements of (1) of this subsection. Course units so taken shall be earned in the same manner as otherwise provided in this Rule, except that for students repeating courses in summer school the principal shall determine the hours of instruction required to be repeated.

(4) Course work successfully completed by students in grades 9 through 12 at an off-campus institution may be used to satisfy the requirements of (1) of this subsection. No high school may approve enrollment in post-secondary institutions during the regular school year in excess of five percent of its enrollment in grades 10-12 except as approved by the State Board of Education. Enrollment under this policy in community college institutions shall be in accordance with 16 NCAC 2E.0301.

History Note: Statutory Authority G. S. 115C-12(9)c; G. S. 115C-81(a);
Eff. February 1, 1976
Readopted Eff. February 3, 1978;
Amended Eff. April 1, 1983; June 8, 1979

APPENDIX C

COURSE REQUIREMENTS FOR HIGH SCHOOL GRADUATION

Course Units	Subjects
4	English
2	Mathematics
2	Social studies (1 unit in government and economics, 1 unit in United States History)
2	Science (1 unit in a life science or biology, 1 unit in one of the physical sciences)
1	Physical education and health
9	Determined by the local education agency (these may be undesignated electives or designated in the study areas of citizenship, communications, the arts, healthful living, mathematics, science, vocational education)

20 Total Course Units

APPENDIX D

NORTH CAROLINA STATE BOARD OF EDUCATION
NORTH CAROLINA SCHOLARS' PROGRAM

PLAN A

The North Carolina State Board of Education, believing that the success of our State and Nation depends on the full development of our youth and that some students should be encouraged to pursue a well-balanced but more vigorous high school program, institutes a North Carolina Scholars' Program.

Beginning with the 1983-84 school year, students satisfactorily completing requirements as identified by the State Board shall be named North Carolina Scholars and receive special recognition by the State Board.

Course Requirements

Program Area	Units
English	4
Mathematics - Algebra I, Geometry, Algebra II, one beyond Algebra II	4
Science - Biology, Chemistry, Physics (or in lieu of Physics, one other advanced science)	3
Social Studies - U. S. History, Government/Economics, World Cultures (Prior to 1987, U. S. History plus two elective units)	3
Foreign Languages - two levels of the same language	2
Health, P. E.	1
Vocational Education	1
Arts Education	1
Electives - minimum of three	3
	22

Additional Requirement

Students must have an overall four year grade average of B or its equivalent as determined by the local board of education. Equivalency may be determined by numerical grades or weighted grade point averages.

Recognition

1. Students meeting all requirements for a North Carolina Scholars' Program receive from the State Board of Education an appropriate seal of recognition to be affixed to the diploma.

2. Special recognition events should be held in the school and community to honor the students and their parents. These should include appropriate, special recognition at graduation exercises.

3. The State of North Carolina as well as business and industry should consider awarding other special recognitions to these students.

4. Colleges and universities should consider the North Carolina Scholars' achievement when making decisions concerning acceptance by their institutions.

5. An identification of potential candidates for this achievement should be made at the end of grade 11. Candidates would include those students who, after completing their selected senior courses with the designated grade average, would be eligible for recognition. This identification of candidates would reinforce the students' efforts to achieve the recognition and could also be included on their application forms and/or transcripts to colleges and universities.

NORTH CAROLINA STATE BOARD OF EDUCATION
NORTH CAROLINA SCHOLARS' PROGRAM

PLAN B

The North Carolina State Board of Education, believing that the success of our State and Nation depends on the full development of our youth and that some students should be encouraged the pursue a well-balanced but more vigorous high school program, institutes a North Carolina Scholars' Program with concentration in one or more program areas. In order to allow more flexibility in the program, consideration should be given to the optional sequence of courses listed below as an alternative to Plan A.

Beginning with the 1983-84 school year, students satisfactorily completing requirements as identified by the State Board shall be named North Carolina Scholars and receive special recognition by the State Board.

Course Requirements

Program Area	Units
English	4
Mathematics - Algebra I, Geometry, Algebra II	3
Science - Biology, Chemistry, Physics (or in lieu of Physics, one other advanced science)	3
Social Studies - U. S. History, Government/Economics, one additional social studies (Prior to 1987, U. S. History plus two elective units)	3
Foreign Languages - two levels of the same language	2
Health, P. E.	1
Vocational Education	1
Arts Education	1
Electives - minimum of four (concentrations may be selected as listed below)	4
	22

Concentrations

Mathematics - at least one additional advanced unit (balance - 3 electives)

Science - at least one additional advanced unit (balance - 3 electives)

Social Studies - at least one additional unit (balance - 3 electives)

Foreign Languages - at least two additional units of the same language (balance - 2 electives)

Health, P. E. - at least three additional units (balance - 1 elective)

Arts Education - as least three additional units (balance - 1 elective)

Vocational Education - at least three additional units (balance - 1 elective) Three of the minimum four units required for concentration in vocational education must be related to the same vocational objective. Additional units may be related to the same vocational objective or may be in other vocational areas.

Additional Requirement

Students must have an overall four year grade average of B or its equivalent as determined by the local board of education. Equivalency may be determined by numerical grades or weighted grade point averages.

Recognition

1. Students meeting all requirements for a North Carolina Scholars' Program will receive from the State Board of Education an appropriate seal of recognition to be affixed to the diploma.

2. Special recognition events should be held in the school and community to honor the students and their parents. These should include appropriate, special recognition at graduation exercises.

3. The State of North Carolina as well as business and industry should consider awarding other special recognitions to these students.

4. Colleges and universities should consider the North Carolina Scholars' achievement when making decisions concerning acceptance by their institutions.

5. An identification of potential candidates for this achievement should be made at the end of grade 11. Candidates would include those students who, after completing their selected senior courses with the designated grade average, would be eligible for recognition. This identification of candidates would reinforce the students' efforts to achieve the recognition and could also be included on their application forms and/or transcripts to colleges and universities.

APPENDIX E

NORTH CAROLINA COMPETENCY-BASED CURRICULUM

Sample Page

Grade Level: 6 Skills/Subject Area: Social Studies/Knowledge

Competency Goal: 1. The learner will know that ways of living change over time and how and why these changes occur (history).

OBJECTIVES	MEASURES
1.1 Identify changes which have occurred in Europe and/or the Soviet Union.	1.1.1 List changes which have occurred when given an appropriate series of photographs depicting changes in ways of living (dress, housing, work, transportation, and entertainment) in Europe and/or the Soviet Union.
	1.1.2 Draw a picture depicting what s/he believes to be the most significant change to have taken place in Europe or the Soviet Union; describe the picture and explain her/his reasoning aloud to the rest of the class.
1.2 Identify the effect of important changes which have occurred in Europe or the Soviet Union.	1.2.1 Place the examples in chronological order when given appropriately chosen examples of change in Europe or the Soviet Union.
	1.2.2 Match the changes to the resulting effects and identify the country in which each change/effect occurred when given a list of changes and a list of effects.

APPENDIX F

TESTING REQUIREMENTS

Annual Testing Program

The Annual Testing Program consists of standardized tests in reading, language arts, and mathematics administered at grades 1, 2, 3, 6, and 9.* Beginning with science and social studies tests, other skills and subject areas may be added to this program in the future.

Promotion Testing

Phase 1: A student in grades 3, 6, or 8 who scores at or above the 25th percentile (total battery) in the Annual Testing Program meets the State standard for promotion and must them meet local requirements. A student who scores at the 24th percentile or below enters phase two.**

Phase 2: In phase two, a student is tested for mastery of competencies on a test developed by the State Board of Education. Students who demonstrate mastery meet State requirements and then must meet local requirements. Students who do not demonstrate mastery must be retained or attend a State-supported summer remediation program. Students attending the summer program will be assessed to determine whether they have mastered the minimum standards. Those who demonstrate mastery will have met State standards and may be promoted if they have also met local requirements. Those who have not demonstrated mastery will be retained.

End of Course Testing

End of Course Testing is conducted at the secondary level in Algebra I and biology. It is anticipated that up to 20 other courses may be added to this program by the year 1990.

Minimum Competency Testing

Students in grade 11*** are tested for mastery of minimum competencies in the areas of reading and mathematics. In order to graduate from high school, students must receive a passing score on all areas of the Minimum Competency Test.

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* It is anticipated that testing will be moved from grade 9 to grade 8.

** The State standard will not apply to students already retained in the same grade span or certified as trainable mentally handicapped, educable mentally handicapped, or severely/profoundly mentally handicapped. Students otherwise handicapped may also be exempted according to standards and procedures developed by the State Board of Education.

*** It is anticipated that testing will be moved from grade 11 to grade 10.

APPENDIX G

TEXTBOOK ADOPTION PROCESS IN NORTH CAROLINA*

The first step in the adoption of basic textbooks is the appointment of a Textbook Commission as set forth in G.S. 115C-87. The law provides that the Textbook Commission shall be composed of fourteen members to be appointed by the Governor upon the recommendation of the State Superintendent of Public Instruction. The law further prescribes that seven of the members shall be outstanding teachers or principals in the elementary school grades, that five shall be outstanding teachers or principals in the high school grades, and that two shall be lay members, one of which shall be the parent of an elementary school student, and one of which shall be the parent of a high school student, with the added proviso that one of the members may be a county or city superintendent.

The State Board of Education authorizes textbook adoptions as set forth in G.S. 115C-85 and 86. The State Superintendent notifies members of the Textbook Commission that there is to be an adoption in a given subject area or areas. The State Superintendent also notifies all registered textbook publishers of the adoption call and invites them to submit any materials they would like to have considered.

Members of the Textbook Commission evaluate all textbooks offered for adoption.

All books submitted are viewed and evaluated within a frame of reference determined by the State course of study. Pursuant to a call and prior to reviewing materials, members of the Textbook Commission and the professional staff of the Department of Public Instruction engage in a thorough overview of the program of studies and develop a concise statement of philosophy, goals, and objectives for the course or subject area under consideration. This statement also reflects any changes or innovations in the program and takes into account current trends and emphases stemming from sound, authoritative research, and experimentation.

In the review and evaluation process each Commission member secures the help of as many advisers as he or she may choose. The number will vary but the usual practice has been for each member to select eight to twelve such advisers. Special expertise in the subject area under consideration is the main criterion in choosing advisers. Each Commission member tries to secure a representative group including classroom teachers, college personnel, supervisory and administrative personnel, and possibly laymen and students.

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*From North Carolina State Adopted Basic Textbooks 1984-85. Raleigh, NC: Division of Textbooks, Controller's Office, Department of Public Education, 1984.

When the review process is completed, each Commission member files a written evaluation of every book submitted. These evaluation reports must be signed by the member making the report and the Commission Chairman delivers them to the State Superintendent who is also Secretary to the State Board of Education. At the next meeting of the Board of Education, after evaluation reports are filed, the members of the Textbook Commission meet with the Board for joint review and consideration of the reports. In the evaluation of basic textbooks the members of the Commission do not concern themselves in any way with the price of the book or its physical features.

Following the joint session of the Textbook Commission and the State Board to consider the findings and recommendations of the Commission, the State Board officially calls for sealed bids on those books which the Textbook Commission found to be most appropriate for implementing the desired program of instruction in North Carolina schools. Bids are customarily received on five to eight books. At the next meeting or at another designated regular meeting of the Board, the bids are opened and contracts awarded. Where significant differences in the appropriateness of books were noted by the Textbook Commission, the State Board traditionally has placed priority on securing the best materials available.

APPENDIX I

Suggestions for Additions to or Revisions of the

North Carolina Competency-Based Curriculum

1. Suggestion for: A. addition ☐ B. revision ☐ (please check one)

2. Skills/Subject Area: ______________________________
(e.g., Mathematics, Social Studies, Science)

3. Page Number: ______

4. Addition/Revision to: (please check & give number)

Introduction ☐
Competency Goal ☐ Number: ______
Objective ☐ Number: ______
Measure ☐ Number: ______

5. SUGGESTION: ______________________________

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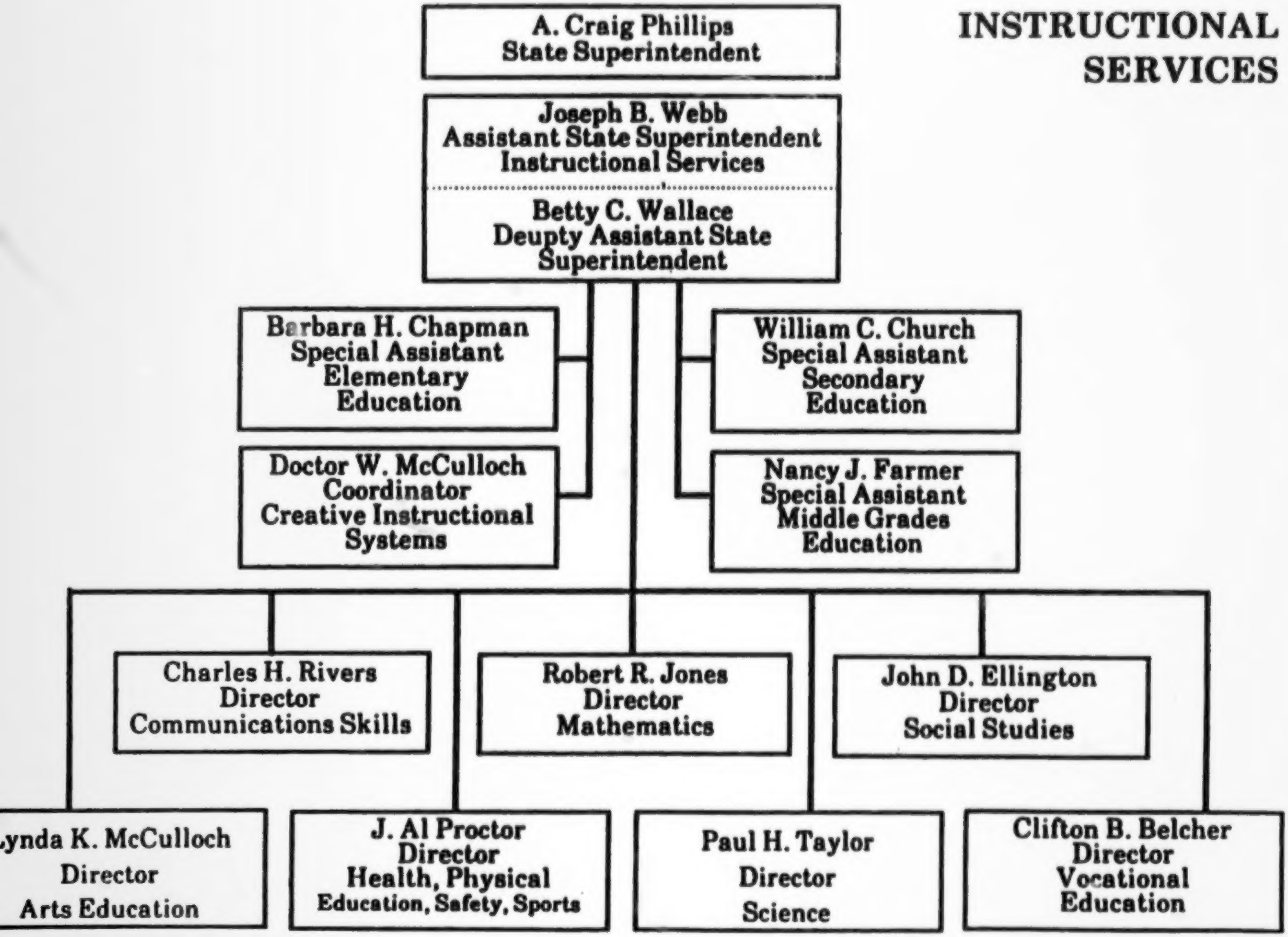
6. Name of person submitting suggestion: ______________________________
Place of employment: ______________________________
Employed as: ______________________________
Address: ______________________________

Please return this form to: Joseph B. Webb
Assistant State Superintendent
for Instructional Services
Education Building, Raleigh, NC 27611

INSTRUCTIONAL SERVICES


A. Craig Phillips
State Superintendent
Joseph B. Webb
Assistant State Superintendent
Instructional Services
Betty C. Wallace
Deupty Assistant State Superintendent
Barbara H. Chapman
Special Assistant
Elementary Education
William C. Church
Special Assistant
Secondary Education
Doctor W. McCulloch
Coordinator
Creative Instructional Systems
Nancy J. Farmer
Special Assistant
Middle Grades Education
Charles H. Rivers
Director
Communications Skills
Robert R. Jones
Director
Mathematics
John D. Ellington
Director
Social Studies
ynda K. McCulloch
Director
Arts Education
J. Al Proctor
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Paul H. Taylor
Director
Science
Clifton B. Belcher
Director
Vocational Education